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ABSTRACT

The Maui Community College (MCC) (Hawaii) Academic Development Plan (ADP) plays a major role in guiding the institution's efforts to serve Maui County residents. The ADP is updated every two years. This ADP focuses on the years from 1996 to 2002. MCC's long-range goals are: (1) community based curricular and instructional excellence, comprehensiveness, and competitiveness; (2) higher education accessible to all Maui County residents; (3) effective partnerships with business, government, community groups, and other educational institutions; and (4) fiscal stability that ensures sustainable growth. The ADP identifies, outlines, and offers implementation plans for 12 priorities for the college: (1) quality curriculum and instruction in all programs; (2) professional development for faculty and staff; (3) educational center facilities for outreach sites; (4) fiscal stability; (5) student support services; (6) University of Hawaii Center on Maui; (7) partnerships with business, government, and community groups; (8) new instructional programs to meet community needs; (9) renovation, maintenance, and construction of college buildings; (10) administrative management; (11) articulation with Maui high schools and colleges in the University of Hawaii system; and (12) academic support services for all instructional programs. The ADP also includes budget projections. Appended are population and enrollment projections, a history of the college and county, MCC core values statement, and the ADP development narrative. (NB)

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Maui Community College
Academic Development Plan
1996-2002

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ACADEMIC DEVELOPMENT PLAN

1996 - 2002

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I.

Introduction

To realize the highest quality of higher education for Maui County, the College relies on a strategy for institutional advancement that must:

- be founded on valid research, data, feedback, and information about community and student needs, teaching and learning strategies, and professional renewal;
- address the most urgent College needs and priorities;
- demonstrate cost-effectiveness;
- move the College toward achieving its long-range goals;
- apply the recommendations derived from Accreditation and other regular reviews; and
- be identified in the College Academic Development Plan (ADP).

MCC's Academic Development Plan (ADP) plays a major role in guiding the College's efforts to serve Maui County residents. It is the aim of the ADP, which is up-dated every two years, to anticipate the basic issues which will confront the College and effectively plan for them. This ADP--for 1996-2002--was compiled from relevant community and College information, a review of current and past College and University System planning documents, and the concerns and suggestions of faculty and staff from all sectors of the campus.

This ADP reaffirms the long-range goals of MCC, and identifies priorities. It is, in part, a result of an ongoing College Redesign effort. It will, along with procedures developed by the Redesign Committee, be used to periodically monitor the College's progress. MCC is continually looking for ways to more effectively prepare students for the coming 21st century. The College seeks to emulate a "laboratory" in which new technologies and administrative methods are continually being tried. To meet the most important challenge of creating an exemplary higher education institution for its communities, the College's ADP must help assure that MCC's overall development is dynamic, systematic, concrete, and successful in preparing students for the rapidly changing world they face.

The ADP implementation plans will focus on the challenges of the next six years. These challenges include continued restrictions on general funds from the State, steadily increasing enrollments, developing new programs to meet the needs of a growing and diverse community, a mandate to facilitate more upper division and graduate courses, potential competition from distant universities using modern telecommunications technology, and constructing and maintaining new as well as renovating old physical facilities of the College. Overall, MCC is facing significant challenges and opportunities in helping the communities it serves to not simply cope with but to successfully respond to change.

II.

College Mission and Goals

Maui Community College recently completed a revision of its mission statement. This revision involved extensive discussion of alternative proposals in a variety of campus-wide meetings and committee meetings

over a period of nearly two years. This new mission statement, and the following long-range goals, were developed consistent with *Focus and Quality: The University of Hawaii Strategic Plan 1996-2006* distributed by the Office of the President in September 1996, and *University of Hawaii Community Colleges Strategic Plan, 1996-2006* distributed by the Office of the Chancellor for Community Colleges in September 1996.

Maui Community College Mission Statement

The mission of Maui Community College is to exemplify a spirit of excellence by providing a learning environment that encourages and enables the people of Maui, Molokai, and Lanai to realize their highest aspirations.

The College commits its talents, resources, and enthusiasm to:

- improving accessibility to superior programs and services that meet the changing educational and training needs of its diverse community;
- creating curricula that give students opportunities to develop academic competencies and occupational skills, to nurture interests, to cultivate talents, and to become contributing members of their community;
- promoting a campus culture that supports the professional growth of the MCC ohana within an atmosphere of mutual respect; and
- serving as a leader and partner in the cultural enrichment, environmental enhancement, technological advancement, and economic development of Maui County.

Long-Range Goals

Goal 1 - Community based curricular and instructional excellence, comprehensiveness, and competitiveness

Goal 2 - Higher education accessible to all Maui County residents

Goal 3 - Effective partnerships with business, government, community groups, and other educational institutions

Goal 4 - Fiscal stability that insures sustainable growth

III.

Planning Assumptions

External Factors

1. Hawaii's and Maui's economy will continue to gradually recover from little or no real growth.

2. Stiff competition for limited public and private funds will continue to challenge the College. Recent increases in tuition, coupled with the new ability of the College to retain the tuition funds it collects may increase MCC's financial autonomy.

3. Federal support for higher education--e.g., student financial aid, NSF, EOC, Upward Bound, Alu Like funding, development grants, etc.--will be increasingly constrained.

4. Business community partnerships will continue to expand to strengthen MCC graduates' preparation for entry level employment opportunities and create closer ties with business as a partner in the County's economic development.

5. Maui will continue to enjoy international popularity as a global destination resort. The tourist industry will therefore persist as the major dimension of the County's economy in the near term, and MCC will continue to be asked to provide training for visitor industry jobs and to contribute to diversifying the edu-tourism industry.

6. Efforts to expand diversified agriculture will continue, as the agribusiness's producing sugar and pineapple face increasing financial pressures.

7. Enrollments will gradually and steadily increase as the population increases and adults continue to return to college for job skills or personal enrichment.

8. MCC will remain the only locally based institution providing or facilitating higher education services, but telecommunications advances raise the potential for significant competition from distant colleges and universities.

9. Demands to serve the outlying islands and areas of the County will not abate. Advances in telecommunications technology may allow more cost effective means of serving these areas, but competition from other institutions can be expected.

10. MCC will continue to serve a clientele with diverse cultural backgrounds, academic preparation, and educational objectives. Instructional and counseling services will have to be provided to young students, old students, physically handicapped students, non-native English speaking students, and economically disadvantaged students.

11. Rapid advances in computer and telecommunications will provide MCC alternative methods for accessing national and international educational resources. MCC will be challenged to keep up with this technological change through staff development, staff increases, and new equipment acquisition.

Internal Factors

1. A large number of MCC faculty will retire during the next six years.

2. The College's fiscal condition will stabilize with a slowly improving economy, control over tuition funds, and student enrollments stimulated by interest in quality education and training.

3. Remedial education in basic skills will be provided by the Department of Education and MCC Community Services.

4. There will continue to be an increase in the number of transfer level courses requiring entry level competencies in basic reading and writing skills.

5. Faculty and staff development will be increasingly important as more new people are hired, and as computer and TV technology becomes more pervasive and invasive.

6.Strain on the campus "ohana" feeling will increase as the College continues to grow and diversify, possibly further challenged by the emergence of the University Center. This will require improved intra-campus communication and increased emphasis on shared governance procedures.

7. Decisions will continue to be made in accordance with the following established "Criteria for Decision Making":

- Based on student and community needs
- Contributes to student academic achievement as well as personal and professional development
- Assures conformity to federal, state, UH, and MCC policies, laws, and regulations as well as accreditation guidelines
- Involves those potentially affected by the decision in the decision making process
- Assures congruence with MCC Academic Development Plan
- Anticipates and plans ample "lead" time for all possible decisions
- Exemplifies cost effectiveness, cost benefit
- Implements criteria through discussing and publishing procedure for decision making
- Improves the quality of the professional environment and life for the entire college community

8. Expansion of campus facilities and activities will require increased resources for building maintenance.

9. Inclusion of a University Center under the Provost's authority will place additional demands on the administration, facilities, library, media center, learning center, and student services.

10. Faculty interest in innovative instructional approaches (learning communities, collaborative learning, service learning, use of e-mail and the Internet, etc.) will increase.

11. Continually expanding use of computers and television will require increased technical support staff in the Media Center and Computing Center.

12. Greater reliance will be placed on college tuition funds and program revenues to support operations.

13. Shift of focus to community and external needs, resources, and opportunities will be required of entire campus to leverage college funding with prospective shared community goals and interests.

IV.

College Priorities

Priority 1: Quality Curriculum and Instruction In All Programs

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

Recent Accomplishments

- In a former student survey 96% said their MCC education satisfied their personal interests "well or very well;" 92% of those attending another college said MCC prepared them for the new college "well or very well." and 81% of those employed said MCC prepared them for their job "well or very well."
- Program Health Indicator Data Retrieval in place for past three years.
- Specialized re-accreditation approved within last two years by Western Association of Schools and Colleges, National League for Nursing, and American Culinary Federation Education Institute.
- Electronics and Computer Engineering Technology Program approved by BOR in July 1996.
- MCC's Phi Theta Kappa Chapter awarded 5 star status by the national organization.
- Fourteen Food Service students won 3 gold, 7 silver, and 4 bronze medals in a state-wide Food Show competition.

Desired Outcomes

A. At least 90% of MCC students and alumni, who respond on follow-up surveys, express satisfaction with the quality of instruction.
B. At least 90% of employers surveyed indicate satisfaction with job performance of MCC Associate Degree graduates hired.
C. At least 80% of students admitted to technical programs with national or international standards/competency-based curricula graduate.
D. At least 80% of students transferring to bachelor degree programs within the UH system complete their degrees within 10 years, according to follow-up surveys.
E. Programs offered whenever sufficient student interest exists by 1998.

Implementation Plans

- Extend Program Health Indicators to Liberal Arts clusters (e.g., Social Sciences, Humanities,

Natural Sciences, etc.) in increments by 2002. [Outcome 1A]

- Design, invite, and support Provost's Advisory Council recommendation for Visiting Teams from community, industry, and other colleges to review programs; have a three-year cycle of visits in place by February 1997. [Outcomes 1A, 1B, 1C]
- Recommend updates for liberal arts, vocational, and occupational courses for relevance to today's dynamically changing world on a three-year cycle as part of Visiting Teams reviews. [Outcomes 1A, 1B, 1C]
- Implement, revise, and refine prerequisites for courses in a three-year cycle in response to Visiting Teams reviews. [Outcomes 1A, 1B, 1C]
- Establish honors program by Fall 1998. [Outcomes 1A, 1E]
- Set Annual Schedule for Technical Program Advisory Committee Meetings and Goals by August 10 each year. [Outcomes 1A, 1B, 1C, 1E]
- Create a general education advisory committee by March 1997. [Outcomes 1A, 1B, 1D]
- Establish standard forms and methods for administering student evaluations of courses, perhaps including computer analysis, so that 100 percent of faculty and lecturers are using 1of 5 forms by 1997. [Outcomes 1A, 1B, 1C]
- Raise exposure to and value of arts and humanities among vocational and business students to improve program completion and graduation rates by 50 percent by the year 2000. [Outcomes 1A, 1B, 1C]
- Add three foreign exchange programs for students and three for faculty by the year 2002. [Outcomes 1A, 1F]

Priority 2: Professional Development for Faculty and Staff

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

Recent Accomplishments

- Orientation workshops for new (and old) faculty have been expanded into a year long series of monthly orientation sessions covering all aspects of the College's operations.
- New full time faculty have been assigned mentors for the past several years.
- Meetings of the Teaching Improvement Committee were conducted to facilitate faculty learning from each other.
- Regular workshops on use of e-mail and word processing programs have been offered by the Computing Center.
- Twenty-four faculty learned how to "publish" on the World Wide Web and use the internet in their courses in a two-week workshop conducted on campus after the end of the Spring 1996 Semester.
- Community Leader orientation and input seminar held in Fall 1995.
- College-wide Faculty and Staff Development Meeting held in March 1996 demonstrating latest MCC advances and possibilities for enhancing learning.
- Six faculty and staff have attended two week HERN seminars during the past two summers to learn how to develop courses utilizing the internet.

Desired Outcomes

A. All faculty and staff, including those at MCC Outreach Centers, participating in at least 40 hours of

professional development per year by Fall 2000.

B. All faculty up-to-date on the latest developments in their disciplines, learning theories, and teaching methods and strategies.
C. All new faculty and staff oriented to essential MCC policies and procedures within two weeks of start date.
D. All new faculty, lecturers, and staff appointed within the last 5 years who have not completed an MCC orientation will complete one by May 1997.
E. 90% of faculty and staff proficient and effective in using available computers, software, and other high tech equipment appropriate for their assignment, as represented in a campus survey.
F. A comprehensive faculty and staff development, recognition, and reward system in place by March 1998 and evaluated and refined each year.
G. 100% participation of faculty and staff in annual college-wide updates on requirements of Equal Employment Opportunity, Affirmative Action, Occupational Safety and Health Agency, Office of Information Practices, American Disability Act, and other State and Federal requirements.

Implementation Plans

- Establish, by December 1996, a campus staff development system composed of work-group sub-committees that will work with appropriate Deans or Directors to plan and execute staff development activities. [Outcomes 2A, 2B, 2E, 2F, 2G]
- Provide funding and release assistance for at least 10 faculty or staff to travel to **off-island** conferences each year, 20 faculty per year by 1998, and 30 faculty per year by the year 2000. [Outcomes 1A, 1B, 1C, 2A, 2B, 2E, 5D, 5E, 7A, 12C, 12D]
- Publicize availability of noncredit courses for staff and faculty pending availability of space. [Outcomes: 2A, 5D, 12C, 12D]
- Fund at least 5 teleconferences and/or visiting speakers each year. [Outcomes 1A, 1B, 1C, 2A, 2B, 2E, 2G, 5D, 5E, 7A]
    - Schedule at least 40 hours of workshops and seminars per year to assist faculty to explore new learning theories and methods of teaching--e.g., learning communities, using technologies that increase teacher-student and student-student contact, collaborative learning approaches, incorporating critical thinking tasks, case study approaches. [Outcomes 1A, 1B, 1C, 2A, 2B, 7A]
- Offer at least 10 workshops per year to cover use of computers & other high tech equipment, adult learning theories, student learning styles, cultural differences, and class management techniques. [Outcomes 1A, 1B, 1C, 2A, 2B, 2E, 7A]
- Continue regular meetings of the Teaching Improvement Committee (TIC) to facilitate learning from campus colleagues. [Outcomes 1A, 1B, 1C, 2A, 2B, 7A]
- Support faculty exchange requests with other community colleges. [Outcomes 1A, 1B, 1C, 2B, 5D, 5E, 7A, 12C, 12D]
- Fulfill 90% of faculty requests for videotaping of classes for instructor feedback within two weeks. [Outcomes 1A, 2A]
- Support all sabbatical requests for eligible faculty as soon as possible. [Outcomes 1A, 1B, 1C, 2B, 5D, 5E, 7A, 12C, 12D]
- Present at least three gender equity workshops for faculty and staff in 1996-97 and one every two years thereafter. [Outcomes 2D, 2G, 5D, 7A, 12C, 12D]
- Conduct a thorough orientation for all lecturers, including those at the outreach education centers, each semester. [Outcomes 1A, 1B, 1C, 2C, 2D, 7A]
- Conduct formal evaluations of all new lecturers each semester, and one evaluation of all continuing lectures each year. [Outcomes 1A, 1B, 1C, 2B, 7A]
- Assign senior faculty and staff to mentor all of the new lecturers, new APTs, and new Civil Service staff each year. [Outcomes 1A, 1B, 1C, 2B, 2C, 5D, 5E, 7A, 12C, 12D]
- Schedule at least 20 hours of professional development meetings and training seminars for administrators, division chairs, and supervisors each year. [Outcomes 1A, 1B, 1C, 2A, 5D, 7A, 12C, 12D]

- Secure resources for faculty developing skills and curriculum for new technologies. [Outcomes 1A, 1B, 1C, 2E, 7A]

Priority 3: Educational Center Facilities for Outreach Sites

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal B -Implementing Differentiated Campus Missions and Functioning as a System

MCC Goal #2 - Higher education accessible to all

MCC Goal #3 - Effective partnerships

Recent Accomplishments

- On Molokai, current facility was re-wired, replumbed, rehabilitated, and repainted by Bldg. Maintenance students in 1996. Current Bldg. Maintenance class is renovating and installing air conditioning units. New classroom space has been offered by current landlord for no cost. Planning is continuing for the location and construction of a new permanent facility. The Molokai facility now has 6 computers hooked up to e-mail and the Internet/World Wide Web.
- On Lanai, the classroom was recently remodeled by MCC Bldg. Maintenance classes, and current class is renovating the electrical wiring and installing air conditioning units. Lanai now has 6 computers on e-mail and the Internet/World Wide Web.
- In Hana, the Electrical Wiring class is scheduled to rewire the computer lab in the Fall 1996 Semester, and to renovate the classroom and Skybridge studio in Spring 1997. They will then have 6 additional computers hooked to e-mail and the Internet.
- In 1996, MCC Cable Channel began televising its signal "live" County-wide.
- Maui County Council and administration have expressed interest in helping to fund the facilities and telecommunications improvements needed for the Moloka`i and Lana`i Education Centers.
- Funds have been acquired to leverage additional support for digitizing Skybridge.
- 106 Moloka'i certificate and degree graduates over the last four years.

Desired Outcomes

A. Moloka`i and Lana`i Outreach Education Center facilities with adequate classrooms, technical/science/learning labs, offices, library space, and up-to-date library equipment by 2002.
B. New MCC Outreach Center building on Moloka`i by 1998, on Lana`i by 2000, and an improved facility in Hana by 2000.
C. Lahaina and Kihei Outreach Education Center sites located and occupied by 1997.
D. Digitized Skybridge technology for improved video, data, and voice service to Outreach Centers by December 1998.
E. Private resources secured for culture center/theater component of Moloka`i Education Center by 2002.
F. MCC Outreach programs offered whenever sufficient student interest is expressed by 1998.

Implementation Plans

- Pursue resources to provide outreach centers with new, larger, and better equipped buildings by

submitting at least three grant proposals for Moloka`i by Fall 1996 and three for Lana`i and Hana by Fall 1997. [Outcomes 3A, 3B, 3F]

- Propose interactive telecommunications to County, DOE, DOH, and other potential partners by Spring 1997. [Outcomes 3A, 3B, 3C, 3D, 3F]
- Develop a proposal for foundation funding of Cultural Center component to Moloka`i Education Center by December 1996. [Outcomes 3E]
- Negotiate for and secure Education Center sites for Lahaina and Kihei by Spring 1997. [Outcomes 3C, 3F]
- Increase teleconferencing capacity and number of computers in outreach sites. [Outcomes 3A, 3B, 3C, 3F]
- Facilitate delivery of internet courses to outreach sites. [Outcome 3F]
- Continue to explore, develop, and implement new technologies to improve distance education delivery and service. [Outcome 3F]

Priority 4: Fiscal Stability

Reference: UH Strategic Plan Goal E - Acquiring Resources and Managing Them with Accountability and Responsiveness

MCC Goal #4 - Fiscal stability

Recent Accomplishments

- The tuition fee special fund for 1995-96 generated more than projected ($959,000 instead of $901,000).
- An increased target for the MCC-UH Foundation ($158,000) was exceeded (the First Annual Telethon generated over $144,500 in gifts and pledges, the 6th Annual Provost's Golf Tournament netted over $25,000, and more than $70,000 of in-kind gifts were contributed over the past year).
- Mayor designated $200,000 matching in her budget, approved by the Council, to help begin the University of Hawaii Center on Maui.
- The Nursing Program has received Community support of approximately $100,000 over the last nine years through participation in the annual "Maui Tennis Loves Nurses" tennis tournament.
- A "rental/equipment replacement" fee based on actual costs has been established for community users of MCC computer labs (to be determined and allocated at the end of each semester).
- Agriculture, AutoBody Repair, Automotive Technology, Building Maintenance, Carpentry, Electronics and Computer Engineering Technology, Fashion Technology, Food Services, Nursing, and Welding instructional programs have been developed as prospective revenue producing centers.
- An extramural funding reporting and monitoring system has been created.
- An Office of Community Services Revenue and Expenditure Tracking and Accounting System has been developed.
- MCC-UH Foundation appointed a half-time clerical assistant to support MCC initiatives in fund-raising.
- Administration of Justice program has received scholarship support from the Maui County Hotel / Resort Security Association.

Desired Outcomes

A. Fiscal stability achieved by balancing ongoing general funds with tuition fee special funds and other special funds obtained from noncredit, summer session, and regular instructional programs (e.g., Food Service, Agriculture, Automotive Technology, Fashion Technology, etc.)

B. Extramural funds for special and innovative needs grown to at least 50% of the total campus resources by 2002.
C. Electricity use reduced by 20% in terms of kilowatt-hours per FTE student by 2002.
D. Expenditures on maintenance reduced by 20% in terms of dollars per FTE student.
E. Programs have self-support mechanisms to fund improvements on a continuing basis.
F. MCC-UH Foundation develops at least a $3 million endowment by 2002.
G. Low enrolled courses reduced to less than 2%, and average class fit increased to 95% by 2002.

Implementation Plans

- Develop and implement strategies to reduce reliance on state general funds. [Outcomes 4A, 4B, 4E, 4F, 5L]
- Centralize purchasing and devise other strategies to achieve economies of bulk purchasing and reduced waste. [Outcomes 4C, 4D, 4G]
- Develop and implement strategies to build MCC-UH Foundation endowment to at least $3 million by 2002. [Outcome 4F]
- Review and revise College marketing efforts so that they are year-round and result in at least 5% expansion in head count enrollment each year. [Outcomes 4A, 5F, 5I, 5L, 8A, 8B, 11D]
- Develop enrollment targets and strategies for each certificate and degree program by February of each year for the ensuing year. [Outcomes 4A, 5K, 11D]
- Double distance education course offerings available to Maui County students by 1998; and treble the number of distance technology delivered courses by 2002, with concomitant increases in enrollments. [Outcomes 4A, 5L, 6A, 6D, 6E, 7A]
- Establish cost-benefit criteria to help determine if purchase of new technology is appropriate. [Outcomes 4C,4D, 9B, 9D]
- Increase VITEC and PACE non-credit courses in non-academic subjects. [Outcomes 4A, 7A, 8A]
- Schedule campus preventive maintenance tasks on an **Annual Preventive Maintenance Schedule** that will be computer monitored. This preventive maintenance schedule will be compiled by Apprenticeship, ABRP, Ag, AMT, Bldg. Main, ECET, FashTech, FSER, Nursing, and Welding programs. [Outcomes 4D, 9A, 9D]
- Encourage all programs to search for and create appropriate self-support mechanisms to fund improvements on a continuing basis. Required BOR approvals will be sought when needed. [Outcomes 4A, 4B, 4E]
- Schedule so that low enrolled courses are less than 10% by Spring 1997, and less than 2% by 2002. [Outcomes 4C, 4D, 4G]
- Schedule so that average class fit is 85% by Fall 1996, and 95% by 2002. [Outcomes 4C, 4D, 4G]

Priority 5: Student Support Services

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal B - Implementing Differentiated Campus Missions and Functioning as a System

UH Strategic Plan Goal D - Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role

MCC Goal #2 - Higher education accessible to all

Recent Accomplishments

- Multi-year Educational Opportunity Center and Upward Bound Grants refunded in 1996.
- Management of federal financial aid programs improved based on 1996 audit.
- Significant refinements in publication of Fall 1996 schedule of credit courses.
- Improvements in new student registration procedures.
- The Learning Center and Library have instituted student help training programs.
- Completed enrollment process for first students applying to for admission to MCC via the WWW.

Desired Outcomes

A. 80 percent of all Maui County adult residents randomly phone sampled familiar with at least 50 percent of the credit and non-credit programs available at MCC.
B. 80 percent of eligible resident students with financial needs assisted by federal, state, MCC Foundation, and/or other scholarship resources.
C. 10% of Maui County adult population participating in the Maui Community College Lifelong Learners Program.
D. 90 percent of students experience responsive, accurate, professional, competent assistance when accessing registration, financial aid, orientation, student activities, housing and other Student Services.
E. All requesting students receive up-to-date career counseling and academic advising before registering for courses.
F. 90 percent of high school students sampled County-wide see MCC as a viable path to their career and higher educational goals.
G. 90 percent of noncontinuing students provide reasons for interrupting their education to Student Services Staff.
H. Continuing student rates between Spring and Fall semesters increases to 80 percent.
I. At least 7% of each island's adult population enrolled in a credit program each year.
J. Student housing expanded to include off-campus options through homestay programs that accommodate at least 100 students by Fall 1997. On-campus student housing expanded, possibly through an Eco-village project by Fall 1999.
K. Use of the Internet for registration for students.
L. Non-resident and international student population increased by at least 10% each year through 2002, not to exceed BOR cap of 15% of enrollment.

Implementation Plans

- Implement an improved version of the New Student Orientation Program by June of each year to help at least 90 percent of new students understand College procedures and services and their responsibilities. [Outcomes 5B, 5D, 5E, 5H]
- Update GRADVISE by February of each academic year. [Outcomes 5D, 5E]
- Increase use of faculty who teach "core" general education courses in academic advising/student mentoring. [Outcomes 5D, 5E, 5H]
- Increase availability of tutors by Spring 1997, if needed. [Outcomes 1A, 1C, 5B, 5H]
- Develop nonresident and international student recruitment program by December 1996. [Outcomes 4A, 5L]
- Connect student needs identified in Student Needs Assessment Profile to resources within two weeks of each semester's beginning. [Outcomes 1A, 1C, 5B, 5C, 5H, 5I, 11E]
- Establish a campus-wide student help training schedule by August of each year that involves student helpers in the scheduling and training. [Outcomes 5D, 12A, 12C, 12D, 12F]
- Broaden publicity for student help opportunities on campus. [Outcomes 5B, 12A, 12C, 12D, 12F]
- Renovate Student Service offices to create a more user friendly, effective service by December 1997. [Outcome 5D]

- Hire a Student Activities Coordinator by December 1996. [Outcomes 5D, 5H, 11E]
- Begin year-round schedule of courses from Summer 1997. [Outcomes 5D, 5H, 5I, 11D]
- Develop and implement plan to improve assistance to outreach centers on advising, registration and counseling by Fall 1996. [Outcomes 5D, 5E, 5H, 5I, 5K]
- Conduct orientations to the programs to be offered by the University of Hawai`i Center on Maui by mid-March each year. [Outcomes 5A, 5C, 5D, 5F, 5H, 5I, 6A, 6D, 6E]
- Complete a Comprehensive Student Services Plan, with evaluations of all aspects of student services scheduled for each semester, by Fall1996. [Outcomes 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 11A, 11B, 11D, 11E]
- Design ways to accommodate nonresident needs through WWW and other telecommunications technologies by Spring 1997. [Outcomes 5D, 5K]
- Obtain a Federal grant to establish a computerized "Bootstraps" program that will provide "on line" counseling, placement testing, remedial instruction, and registering by 1998. [Outcomes 1A, 1C, 5C, 5D, 5E, 5H, 5I, 5K, 11D, 11E]

Priority 6: University of Hawai`i Center on Maui

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal B -Implementing Differentiated Campus Missions and Functioning as a System

BOR Policy on University of Hawaii Centers

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

MCC Goal #2 - Higher education accessible to all

MCC Goal #3 - Effective partnerships

Recent Accomplishments

- BOR passed the "Center" policy in June 1996.
- An initial proposal for establishing the "University Center on Maui" has been developed and discussed with interested faculty and staff, and with appropriate personnel on the other campuses in the system.
- Secured $200,000 matching grant from Mayor Lingle and County Council.
- Secured general fund resources to establish "University Center on Maui".
- Revised MCC room-use policy.

Desired Outcomes

A. Implementation of BOR Policy on University Centers in Fall 1996, with funding sources and programs identified.
B. Needs assessments conducted State-wide on biennium schedule to form the basis of program priorities by Spring 1997.
C. 90 % of students, faculty, and deans satisfied with ancillary support, including facilities, student services, and academic support.
D. A Center system funded by tuition revenues plus a stable general fund base, by 2000.
E. Smooth and efficient delivery of non-MCC community college courses, and Bachelors and Masters

degree programs that address 70% of the needs indicated by Maui County residents.

Implementation Plans

- Introduction of "University Center on Maui" by December 1996.[Outcome 6A]
- Assign offices for staff of "University Center on Maui" on MCC campus. [Outcomes 6A, 6E]
- Secure and begin applying matching County funds by Fall 1996. [Outcomes 6A, 6D, 6E, 4A, 4B]
- Establish policies, procedures and budget to provide library services for expanded Outreach program by December 1996. [Outcomes 6A, 6C, 6E, 12C, 12E]
- Establish procedures for cooperation between MCC Student Services, Maui Outreach Program, and student services staff at sending institutions to assure cooperation on applications, registration, financial aid, academic advising, transcript evaluations, etc. [Outcomes 5D, 5H, 5I, 6C, 6E]
- Conduct periodic needs assessments and help establish priorities for UH Outreach programs on other Maui County islands beginning Spring 1997. [Outcomes 3F, 6B, 6E]
- Change sign at MCC campus entrance to reflect the addition of the University Center by December 1996. [Outcomes 5A, 6A]
- Respond to University Center degree program requirements when composing MCC Course Schedule each semester. [Outcomes 1A, 5H, 5I, 6E]
- Identify and recruit qualified upper division Outreach students for student help positions throughout campus. [Outcomes 5B, 5D, 6C, 6E]

Priority 7: Partnerships with Business, Government, and Community Groups

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal E - Acquiring Resources and Managing Them with Accountability and Responsiveness

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

MCC Goal #2 - Higher education accessible to all

MCC Goal #3 - Effective partnerships

MCC Goal #4 - Fiscal stability

Recent Accomplishments

- Effective partnerships established with Maui County Government include development of a pre-school on campus, cooperative education, and the Visitor Industry Training and Education Center (VITEC). The County has recently budgeted $30,000 to expand computer courses and support the Marine Option Program.
- The College's "Instruction on Sustainable Technologies" (MIST) has interns working with County of Maui Recycling, Aloha Recycling, HC&S, Maui Electric Company, Sustainable Technologies Inc., and Pioneer Mill.
- Some MCC students are working with scientists from Rockwell, the Air Force, and the Pacific Disaster Center in a NASA funded Space Grant program. This program involves a consortium that includes MCC, LCC, WCC, UH-Manoa, and UH-Hilo.
- The DOE/MCC "Tech Prep, 2+2" program continues a partnership with all DOE Maui District high

schools to provide high school students a chance to earn college credits in technical courses.
- The trade apprenticeship programs have assisted in the maintenance of the campus while gaining practical work experience.
- Over 12 private and public employers participated in a Spring '96 Business Career Fair by providing students with information displays.
- Wailea Resort Development, Maui Aston Wailea, Dorvin Leis Co., and many other businesses, hotels, restaurants, and other food services programs have helped sponsor the Annual Provost's Golf Tournament which has raised over $ 100,000 in the past six years.
- The Nursing Program has students working in preceptorships at Maui Memorial Hospital, Hale Makua, and Maui County Correctional Center (MCCC).
- Financial assistance supporting Hawaiian language courses received from the Office of Hawaiian Affairs and Alu Like.
- DOE funding obtained for three remedial courses.
- Move into new campus buildings accomplished at 1% of initially estimated cost with assistance of inmates from MCCC.
- An agreement was finalized with Maui County Police Department to award 21 credits in Administration of Justice following completion of recruit school and 12 MCC credits.

Desired Outcomes:

A. 90%satisfaction among business, government, and community leaders with education and training services of MCC when sampled through a survey.
B. 80% of the top 100 community businesses involved with advisory committees, financial contributions, and/or other services to the College.
C. 60% participation of top 200 community businesses in MCC fund raising activities.
D. 90% acceptance of Business and Industry Development Services, Office of Community Services, and Visitor Industry Training and Education Center services among sample of businesses and corporations in the County.
E. All Vocational/Technical and Liberal Arts program involved in Cooperative Education.
F. At least five effective MCC-Private Sector partnerships that deliver education and training.
G. 50% increase in partnerships with all government agencies providing related-education and resources, and 90 % satisfaction rate among those agency leaders sampled.

Implementation Plans

- Strengthen the College-business partnerships already established in Voc-Tech, Business, Human Services, Nursing, Administration of Justice, Cooperative Education, and Community Service programs, and benchmark level of satisfaction through a survey in Fall1997. [Outcomes 1A, 1B, 1C, 1E, 7A, 7B, 7D, 8A, 11E]
- Propose "Keeping Maui No Ka Oi . . .," a sustainable development project, to Maui Chamber of Commerce, Maui Visitors Bureau, Maui Hotel Association, and County of Maui by September 1996. [Outcomes 7F, 7G]
- Expand Cooperative Education program in Liberal Arts disciplines to include at least 15 students by Spring 1997. [Outcomes 1A, 7E]
- Improve information flow and coordination between staff involved with credit courses and staff involved with related non-credit courses such that 90 percent of Instructional and Community Services staff sampled respond positively each year. [Outcomes 7A, 7D, 10B]
- Identify and enlist top 25% ---in terms of number of employees---of businesses, agencies, and organizations to establish partnerships with MCC programs. [Outcomes 1A, 1B, 7A, 7F, 7G, 8A, 8B, 11D, 11E]

- Seek partnerships, cooperative opportunities, and grants from local firms and foundations to support education and training needs such that among businesses randomly sampled, at least 50 % will be aware of opportunities for college support and involvement. [Outcomes 4B, 4F, 7B, 7C, 7F, 7G]
- Finalize agreement among UH Medical School, Kuakini Hospital, and MCC for support of Campus Health Center by September, 1996. [Outcomes 7F, 7G]

Priority 8: New Instructional programs to Meet Community Needs

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal D - Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

MCC Goal #2 - Higher education accessible to all

MCC Goal #3 - Effective partnerships

Recent Accomplishments

- The Electronics and Computer Engineering Technology (ECET) Program proposal has been approved.
- Authorization has been requested to plan for an A.S. Degree in Sustainable Technologies. Students receiving this degree could be majors in Construction, Building Maintenance, Automotive, ECET, Agriculture, or Management programs.
- Weekend College and Breakfast Club initiated to make courses available at more convenient times for some students.

Desired Outcomes

A. 70% of community businesses and groups randomly sampled will indicate that they would look to MCC first to satisfy educational and training needs.
B. 90% of County's Office of Economic Development, Maui Economic Development Board, and the Chamber of Commerce leadership refer initiatives to MCC as the education and training resource of first choice.
C. Hawaiian Studies established as special emphasis within AA degree.
D. More viable Certificates of Completion offered in Technical Programs by Fall 1998.
E. Increased student involvement in service learning and in international education.

Implementation Plans

- Establish regular biennial surveys to assess community needs to begin in Fall 1996. [Outcomes 1E, 8A, 8B, 8D, 3F, 7A]
- Schedule consultations with ad hoc advisory committees in emerging areas of need (See Priority #1) [Outcomes 1E, 3F, 7A, 7B, 7G, 8A, 8B, 8D, 11D]
- Identify opportunities for continuing education in professional fields that may be delivered

by satellite by contacting all major professional associations on Maui by December 1996. [Outcomes 6B, 6E, 7A, 8A, 8B]

- Pilot Maui Language Institute (ESL, Japanese, Chinese, Korean, etc.), beginning with ESL in Fall 1996. [Outcomes 1E, 5L, 7A, 8E, 11E]
- Make Hawaiian Studies a specialized emphasis within a degree by Fall 1998. [Outcomes 8E, 11D]
- Support faculty and staff efforts to help students travel internationally and/or communicate internationally through the internet. [Outcomes 1A, 5H, 5L, 8E, 11D, 11E, 12A]
- Support faculty and staff efforts to engage students in curricula that involves learning while serving the community---i.e., service learning. [Outcomes 1A, 1B, 8A, 8B, 8D, 8E, 11D, 11E]
- Examine current viability and explore feasibility of new Certificates of Completion in Technical Programs by Fall 1998. [Outcomes 1B, 7A, 8A, 8D, 11D, 11E]
- Begin implementation of Associate of Technical Studies Degree in Fall 1996. [Outcomes 7A, 8A, 8B, 11D, 11E]
- Explore needs in "edu-tourism," "eco-tourism," "culi-tourism," and other diversified programs related to the visitor industry by Spring 1997. [Outcomes 7A, 7B, 8A, 8B, 8E, 11D, 11E]
- Expand Summer Session credit and noncredit programs by Summer 1997, with housing support, and a focus on nonresidents. [Outcomes 7A, 7D, 8A, 8B, 11D]
- Explore possible community needs for credit or non-credit courses in: long-term care of the aging, "high tech" art, art entrepeneurship, digital arts/media technology, television production, air conditioning and refrigeration, training for legal assistants, enrichment for retired citizens, Hawaiian healing, holistic health practices, sports medicine, marine activities, coastal zone resource management, and cosmetology by Fall 1999. [Outcomes 7A, 7D, 8A, 8B, 8D, 8E, 11D, 11E]

Priority 9: Renovation, Maintenance, and Construction of College Buildings

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal E - Acquiring Resources and Managing Them with Accountability and Responsiveness

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

MCC Goal #2 - Higher education accessible to all

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Recent Accomplishments

- Two new well equipped classroom and faculty office buildings--Ka Lama and Kupa'a-- were dedicated during the 1995-96 school year.
- Old classrooms in the Student Center renovated into administrative offices in Summer 1996 with assistance of over $10,000 from UH Medical School.
- Old administrative offices remodeled into a new campus health center. This remodeling done by current and former MCC students, saving over $12,000.
- The 1995 Legislature appropriated $5.88 million to design a Community Services /Outreach Education Center (Bldg. S) and a Food Services Building, and for renovation of the old Business Education facility to allow Student Services and the Business Office to relocate from their current cramped quarters.
- $9.5 million appropriated by the 1996 legislature for Building S, Community Services and Outreach Education (University Center) Building.

- Grand Wailea Facilities Maintenance System adapted for use at MCC.
- Campus recycling program implemented by ASMCC and the College's Operations and Maintenance program.
- Student housing facilities and grounds rehabilitated in Spring 1996.
- An energy consumption management system installed in Spring 1996.
- MCC's cable channel seen County-wide since January 1996.
- New NEC phone system installed in Fall 1996.

Desired Outcomes

A. 90% satisfaction among students, faculty and staff with the appearance, sanitation, safety, and maintenance of the buildings and campus in which the College conducts its operations.
B. Computer and communications equipment in classrooms and faculty offices replaced or upgraded when appropriate by using self-support revenues.
C. All facilities on campus meet American Disability Act regulations.
D. Well-maintained video and instructional technology equipment in all classrooms as represented by 90 percent satisfaction among randomly sampled faculty and lecturer users.
E. Renewable technologies included as integral part of new facilities construction.
F. Adequate accommodations for the MCC Bookstore by December 1997.
G. First and Second Phases of MCC Master Plan completed.
H. An effective approach to recycling demonstrated.
I. Trunk lines to phone system expanded.

(See Priority #3 for Moloka`i and Lana`i Facilities Outcomes)

Implementation Plans

- Continue efforts to obtain master planned buildings that are currently near top of University System priorities for 1997-99 Biennium. [Outcomes 3A, 3B, 9A, 9C, 9E, 9G, 11D, 11E]
- Assure that all renovation and construction plans accommodate new and future sustainable technologies, and comply with American Disability Act regulations. [Outcomes 4C, 9C, 9E]
- Install a fiber-optic "backbone" for on-campus communications by Fall 1998. [Outcomes 3D, 5K, 6E, 9I, 10B, 11A, 11G, 12A, 12B]
- Change from analog to digital technology for tri-isle communications by December 1998. [Outcomes 3D, 6E, 9I, 12A, 12B]
- Improve utilization of appropriate Voc-tech and Apprentice programs to accomplish renovation and maintenance tasks--i.e., an improved "partnership" with MCC for on-the-job training. [Outcomes 9A, 9F]
- Update 30 year old science facilities and equipment. [Outcomes 1A, 9A, 9C, 9D]
- Upgrade and increase the electrical power supply in Library. [Outcomes 6E, 12C]
- Supply materials for emergency clean-up to faculty and staff willing and able to handle minor tasks on their own by December 1996. [Outcomes 4D, 9A]
- Pursue more external assistance--e.g., MCCC prisoners, Kalima O' Maui people, Cooperative Extension, and senior citizen volunteers. [Outcomes 4D, 7G, 9A]
- Plan and implement campus grounds and landscaping improvements beginning November 1996. [Outcomes 4D, 9A, 9G, 9H]
- Develop a program similar to the "adopt a highway" concept, where community businesses and organizations get credit for maintaining part of the campus. [Outcomes 4D, 7G, 9A, 9H]

- Initiate an MCC workday during which willing faculty, staff and students work on grounds and facility maintenance and repairs. [Outcomes 4D, 8E, 9A, 9H]
- Improve campus security with emergency phones in the parking lots by December 1996. [Outcomes 9A]
- Improve campus signage and accessibility by renaming and renumbering buildings by September 1997. [Outcomes 5D, 6E, 9G]
- Create and implement plan for improving MCC Kaahumanu frontage by Spring 1997. [Outcomes 9A

(See also Priority 4 - Fiscal Stability for related implementation plans

Priority 10: Administrative Management

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal E - Acquiring Resources and Managing Them with Accountability and Responsiveness

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

MCC Goal #2 - Higher education accessible to all

MCC Goal #3 - Effective partnerships

MCC Goal #4 - Fiscal stability

Recent Accomplishments

- Business Office and Student Services have received "clean" (no major findings) financial audits.
- Community Services has initiated a Special Fund Financial Accounting and Reporting System.
- Regular staff development sessions have been scheduled through College-wide, administrative, and division chair meetings.
- WASC Accreditation Report found college administrative leadership to be effective.
- College Re-design Committee formed and meeting regularly.
- Significant resources ($4.1 million extramural funds; approximately $30 million in CIP, and over $200,000 in MCC Foundation gifts) obtained through administrative leadership.

Desired Outcomes

A. 90% of College personnel believe College is improving in fulfilling its mission, as represented in a college-wide survey.
B. 90% of College community indicate efficient and effective flow of important information between all faculty and staff in a college-wide survey.
C. 90% of College community responding to a survey indicate an understanding of budget planning and implementation process.
D. "Clean" (no major findings) financial audits for all financial operations.
E. 90% of campus community sampled indicate that there is consistent application of widely understood and accepted criteria for decision-making.
F. A College emergency plan for responding to natural and other potential disasters established.
G. 100 percent appropriate responses to student and community complaints to division chairs, deans, and provost.
H. Yearly institutional calendar with clear deadlines used campus-wide.
I. Accreditation received in 2001.
J. 90% of College community indicate satisfaction with College efforts to provide for their health, safety, and security.

Implementation Plans

- Continue "shared governance" structure of Executive Committee and in decision-making procedures---especially in budget, curricular and personnel matters---with students, faculty, and staff represented. [Outcomes 10B, 10C, 10E, 10I]
- Improve communications throughout College---e.g., increased and improved use of e-mail and Website Information, to include access by 90% of lecturers by Fall 1997. [Outcomes 10B]
- Establish a class schedule that leaves large blocks of time open every week for College meetings and professional development activities by February 1997. [Outcomes 2A, 2B, 2E, 2G, 10B, 10E]
- Continue regular evaluations of all administrators and include division chairs and others with supervisory responsibilities, overloads, and assigned time. [Outcomes 10B, 10I]
- Update, complete, and electronically distribute Annual Campus Calendar by August 15 of each year. [Outcomes 5D, 10B, 10H, 10I]
- Assess division structure and propose needed revisions to Provost by June 1997. [Outcomes 10B, 10I]
- Review personnel policies and procedures regarding recruitment and appointment process every three years starting in Fall 1997. [Outcomes 10A, 10E, 10I]
- Allocate support for an institutional research function for data gathering, reports, computer interface, and tracking of program health indicators and ADP by August 1997. [Outcomes 1A, 1B, 1D, 5A, 5F, 5G, 6B, 6C, 7A, 8A, 9A, 10A, 10B, 10C, 10E, 12A, 12C, 12D, 12E, 12F]
- Distribute new technology resources to divisions and units in response to faculty and staff requests and in accordance with established criteria. [Outcomes 3A, 6C, 9B, 12A, 12C, 12D, 12E, 12F]
- Continue Redesign Committee efforts to review and revise MCC's organizational procedures. [Outcomes 10A, 10B, 10E, 10I]
- Institutionalize Metamorphosis /Change program in Fall 1996. [Outcomes 10A, 10G, 10I]
- Implement electronic scheduling system for room utilization in Fall 1996. [Outcomes 4H, 6C, 6E,10I]
- Implement electronic Operations & Maintenance work order request and management system in Fall 1996. [Outcomes 9A, 10I]
- Review staffing of all units and prepare a staffing plan by January 1998. [Outcomes 10E, 10I]
- Develop and implement plans to provide for the health, safety, and security of the students, staff, and faculty. [Outcome 10J]

Priority 11: Articulation with Maui High Schools and Colleges in the University of Hawaii System

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal B -Implementing Differentiated Campus Missions and Functioning as a System

MCC Goal #2 - Higher education accessible to all

MCC Goal #3 - Effective partnerships

Recent Accomplishments

- The Tech Prep and Early Admission programs are providing increasing numbers of high school

students the opportunity to obtain college credit while still in high school. These programs are also helping students ease into the transition from high school to college.

- System wide articulation efforts have made progress in facilitating the transfer of credits between MCC, UH at Manoa, and the other colleges in the System--e.g., the articulation/information meeting held once a semester over HITS between MCC Business faculty and faculty of UH, Manoa School of Accounting.
- MCC is participating in a system-wide project to re-examine and perhaps redefine general education requirements for the UH System.

Desired Outcomes:

A. All student records for high school students moving into MCC and MCC students transferring to other colleges electronically completed within 24 hours of request.
B. No student complaints regarding transition from high schools to MCC as well as between MCC and bachelor's degree programs.
C. Tech Prep program adopted by all Maui County high schools with at least 70% teacher participation.
D. At least 25% of Maui County high school graduates enrolling in MCC programs.
E. 50% improvement in retention rates for students enrolling in MCC directly from Maui County high schools compared with 1995-96 retention rates of these students.
F. 100% increase in the number of MCC credits acquired by early admitted high school students when compared with the number transferred in Fall 1996.
G. Collaboration with the Maui High Performance Computing Center will include student participation from all Maui County high schools and MCC.

(See also #6, University Center, for more related outcomes.)

Implementation Plans

- Continue to push for equality in working out articulation issues with UH at Manoa, Hilo, and West Oahu. [Outcomes 11B]
- Improve flow of articulation information to counselors and faculty to assure up-to-date academic advising by having annually revised articulation handbook available for academic advising by June 1 each year. [Outcomes 5E, 6C, 11B]
- Explore and develop ways to use new technologies to improve articulation. [Outcome 11B]
- Clear up remaining articulation problems with specific courses. [Outcome 11B]
- Develop and implement plan to increase high school student information related to Tech Prep and Student Profiles for MCC. [Outcomes 11C, 11D, 11E]
- Provide reports on graduation rates and attrition rates to appropriate high schools, beginning in 1996-97 school year. [Outcomes 11D, 11E]
- Work with high schools to enroll 50% of students in need of remedial work in appropriate courses, including summer courses. [Outcomes 1C, 5H, 11D, 11E]
- Expand discipline articulation, 2+2, Tech Prep and School to Work programs to produce enrollment increases of 10% each year. [Outcomes 11D, 11E]
- Increase enrollments in early admission program by 10% each year. [Outcomes 11F, 11G]
- Use a buddy system or big brother/big sister approach with high school students, beginning in Fall 1997. [Outcome 11E]

Priority 12: Academic Support Services for All Instructional Programs

Reference: UH Strategic Plan Goal A - Providing Access to Quality Educational Experiences and Service to the State

UH Strategic Plan Goal B - Implementing Differentiated Campus Missions and Functioning as a System

MCC Goal #1 - Curricular excellence, comprehensiveness and competitiveness

MCC Goal #2 - Higher education accessible to all

Recent Accomplishments

- The Library has steadily increased its instructional, circulation, technical, reference, outreach and interlibrary loan services as evidenced by use statistics.
- The Library has taken advantage of the latest technologies in order to improve service to outreach and local campus students by publishing a Web Home Page and a Web Reference Tools Page.
- 8 new microcomputer classrooms and 3 new computer labs, all systems with direct connections to the Internet, were added to the campus since October 1995.
- An additional Learning Center Computing Lab (half of which is devoted to high-end graphics) was completed in Summer 1996.
- New English composition computer lab was added to The Learning Center.
- Over 300 students per day using The Learning Center.
- 90% of the offices used by staff and administrators have been directly connected to Internet.
- 65% of the faculty offices have been directly connected to Internet.
- Connected Molokai and Lanai Educational Centers directly to Internet and MCC via fractional T1 frame relay.

Desired Outcomes

A. 90% of faculty, staff, and student satisfied with computer hardware and software technical support, according to a college-wide survey.
B. 100% of faculty and staff have direct Internet connections in their office by January 1998.
C. 90% of faculty and students satisfied with library services and resources according to a college-wide survey.
D. 90% of faculty and students satisfied with media services and resources according to a college-wide survey.
E. 90% of faculty and students rate Library as having sufficient quantity of current equipment and materials (books, videos, audio CD's, periodicals, microfilm, and computer data bases) to meet student research needs.
F. 90% of faculty and students rate The Learning Center and the Business Lab as having sufficient up-dated equipment and trained staff to meet student needs.

Implementation Plans

- Re-examine administrative organization of academic support services and revise to assure that services are responsive to expressed faculty and student needs by Spring 1997. [Outcomes 12A, 12C, 12D]
- Develop and begin implementing by Fall 1997 a plan for upgrading the Library with more effective services, instructional materials, information sources, and equipment, guided by

Chancellor's Memo #CCCM 11000, Standards for Community College Libraries, 1994. [Outcomes 3A, 6C, 12C]

- Improve number and quality of information resources in Library by replacing 3-5% of the collection each year starting in 1997. [Outcomes 6C, 12C]
- Increase availability of Librarians for services to students through addition of a clerk typist by Fall 1997. [Outcomes 6C, 12C]
- Provide improved Library service to students at night and on weekends by adding support staff on Circulation Desk by Fall 1998. [Outcomes 6C, 12C]
- Obtain grant to establish desktop video conferencing capabilities between librarians on Kahului campus and students and staff at outreach sites by Fall 1997. [Outcomes 3A, 6C, 12C]
- Establish a CARL terminal access at Hana Educational Center by Fall 1997. [Outcomes 6C, 12C]
- Improve Computing Services response time to requests and trouble calls by hiring an additional technician by October 1997. [Outcomes 6C, 12A]
- Hire Computer Specialist III for data communications by January 1998. [Outcomes 6C, 12A]
- Implement network file service for students and faculty by August 1997. [Outcomes 6C, 12A]
- Improve dial-up access for students, faculty and staff, both in terms of number of lines available and accessibility to Internet by March 1997. [Outcomes 6C, 12A]
- Implement microcomputer network printing campus-wide by January 1997. [Outcomes 6C, 12A]
- Improve SkyBridge studio facilities with up-to-date technology. [Outcomes 6C, 12A]
- Expand outreach service to sites in Kihei and Lahaina by Fall 1998. [Outcomes 3C, 6C, 12A]
- Increase use of technologies that promote communication between faculty and students involved in distance education, such as e-mail and small scale video conferencing. [Outcomes 6C, 12A]
- Use ECET interns to satisfy increasing needs for repair and technical support in Media and Computing Services. [Outcomes 6C, 12A, 12D]
- Establish by March 1997 a four-year replacement and upgrading schedule for computer and communications equipment in classrooms and faculty and staff offices, to be funded in part by self support revenues. [Outcomes 6C, 12A, 12B, 12D, 12F]
- Examine needs for and ways to obtain a learning disabilities specialist. [Outcomes 1A, 2B, 12F]
- Add support staff to outreach centers to tutor students, administer exams, assist in academic advising, assist with library services, etc. [Outcomes 1A, 5H, 6C, 11E]
- Address need for lab assistants to assist with lab intensive courses. [Outcomes 1A, 5H, 11E]
- Establish regular and frequent visitations to MCC Outreach Centers by Library, Media Center and Computing Center personnel by Fall 1997. [Outcomes 6C, 12A, 12C, 12D]

(See also Priorities #3 and #9 for related implementation plans.)

V.

Summary of Implementation Plans

IMPLEMENTATION PLAN	LEAD UNIT(S)	TARGET DATE
Priority 1: Quality Curriculum & Instruction		
Extend program health indicators to Liberal Arts clusters	Dean of Instr. / Div. Chairs	2002
Have **Visiting Teams** from community, industry, & other colleges review programs on a three-year cycle		Start

	Provost	February 1997
		Within one year of visits
Recommend updates for courses based on Visiting Teams' reviews	Dean of Instr. / Div. Chairs	
Refine prerequisites for courses every three years based on Visiting Teams' reviews	Program Coordinators / Div. Chairs	Within one year
		of visits
Establish Honors Program	Dean of Instr. / Div. Chairs	Fall 1998
Set annual schedule for program advisory committee meetings by August 10 each year		Start
	Program Coordinators	August 1997
Create general education advisory committee	Provost / Div. Chairs	March 1997
Establish 5 standard forms for student evaluations of courses; all faculty and lecturers using I of the 5		
	Dean of Instr. / Div. Chairs	October 1997
Raise exposure to arts & humanities among vocational & business students to improve program completion & graduation rates by 50%		
	Dean of Instr. / Div. Chairs	2000
Add three foreign exchange programs for students and faculty	Provost / Dean of Instr.	2002

Priority 2: Professional Development

Establish campus staff development system composed of sub-committees working with appropriate Deans or Directors	Dean of Instr.	December 1996
Provide funding for 10 faculty or staff to attend off-island conferences per year	Dean of Instr. / Staff Dev. Sub-Committees	
		1996-97
Provide funding for 20 faculty or staff to attend off-island conferences per year	Dean of Instr. / Staff Dev. Sub-Committees	
		1997-98
Provide funding for 30 faculty or staff to attend off-island conferences per year	Dean of Instr. / Staff Dev. Sub-Committees	
		1999-2000
Publicize availability of non-credit courses for staff & faculty	Dir. of Comm. Services	Ongoing
	Dean of Instr. / Staff Dev. Sub-Committees	Start
Fund 5 teleconferences and/or visiting speakers per year		1997-98
Schedule 40 hours of faculty workshops per year on new learning theories & teaching methods	Dean of Instr. / Staff Dev. Sub-Committees	Start
		1997-98

Schedule 10 workshops per year on use of computers & other high tech equipment, learning styles, cultural differences, & class management techniques	Dean of Instr. / Staff Dev. Sub-Committees	Start 1997-98
Continue regular meetings of Teaching Improvement Committee (TIC)	Committee Chair	Ongoing
Support faculty exchange requests with other community colleges	Dean of Instruction	Ongoing
Fulfill 90% of faculty requests for videotaping of classes within two weeks	Media Center	Ongoing
Support all sabbatical requests for eligible faculty as soon as possible	Provost	Ongoing
Present 3 gender equity workshops for faculty & staff	Dean of Instr.	1996-97
		Start
Present at least one gender equity workshop every two years	Dean of Instr.	1997-98

IMPLEMENTATION PLAN	LEAD UNIT(S)	TARGET DATE
Conduct thorough orientation for all lecturers, including at outreach centers, each semester	Dean of Instr. / Staff Dev. Sub-Committees	Start January 1997
Conduct formal evaluations of all new lecturers each semester	Division Chairs / Program Coordinators	Start February 1997
Evaluate all lecturers each year	Division Chairs / Program Coordinators	Start 1996-97
Assign senior faculty & staff to mentor new lecturers, new APT's, & new Civil Service staff each year	Dean of Instr. / Staff Dev. Sub-Committees	Start Fall 1997
Schedule 20 hours of professional development meetings/seminars for administrators, division chairs, & supervisors each year	Provost / Dean of Instr. / Staff Dev.Sub-Committees	Start 1996-97
Secure resources for faculty developing skills & curriculum for new technology	Dean of Instr.	Ongoing
Priority 3: Facilities for Outreach Sites		
Submit 3 grant proposals for Moloka`i facilities	Provost / Molokai Coord.	March 1997

Submit 3 grant proposals for Lana`i & Hana	Provost / Lanai Coord.	December 1997
Propose interactive telecommunications to County, DOE, DOH, & other potential partners	Provost / Media Center	February 1997
Develop proposal for Foundation funding of Cultural Center component to Molokai Education Center	Provost / Molokai Coord.	April 1997
Secure Lahaina and Kihei Education Center sites	Provost	Spring 1997
Increase teleconferencing capacity and number of computers in outreach centers	Media Center / Computing Center	Ongoing
Facilitate delivery of internet courses to outreach sites	Computing Center	Ongoing
Implement new technologies to improve distance education	Media Center / Computing Center	Ongoing
Develop methods for secure shipment of equipment	Media Center / Computing Center	January 1997

Priority 4: Fiscal Stability

Implement strategies to reduce reliance on state general funds	Provost	Ongoing
Centralize purchasing to gain economies of bulk purchasing	Dir. of Admin. Services	Ongoing
Build MCC-UH Foundation endowment to at least $3 million	Provost / Foundation staff	2002
Revise College marketing efforts so that they are year-round and result in a 5% expansion in headcount enrollment each year		Start
	Provost / Media Center	December 1996
Develop enrollment targets & strategies for each certificate and degree program by February for the ensuing year	Dean of Instr. / Div. Chairs / Program Coordinators	Start
		February 1997
Double distance education course offerings	Media Center / Div. Chairs	Fall 1998
Treble the courses offered by distance technology	Media Center / Div. Chairs	2002
Establish cost-benefit criteria for buying new technology	Media Center / Computing Center	March 1997
Increase VITEC & PACE non-credit courses	Dir. of Comm. Services	Ongoing
Establish a computer monitored Annual Preventive Maintenance Schedule	Dir. of Oper. & Maint. / Program Coordinators	May 1997
Encourage programs to create appropriate self-support mechanisms	Div. Chairs /	

to fund improvements on a continuing basis		Ongoing

IMPLEMENTATION PLAN	LEAD UNIT(S)	TARGET DATE
Schedule so that low enrolled courses are less than 10%	Dean of Instr. / Div. Chairs	Spring 1997
Schedule so that low enrolled courses are less than 2%	Dean of Instr. / Div. Chairs	2002
Schedule so that average class fit is 85%	Dean of Instr. / Div. Chairs	Spring 1997
Schedule so that average class fit is 95%	Dean of Instr. / Div. Chairs	2002

Priority 5: Student Support Services

Implement improved New Student Orientation Program by June each year; reaching at least 90% of new students	Dean of Student Services / Counselors	Start June 1997
Update GRADVISE by February each year	Dean of Student Services	February 1997
Increase use of faculty who teach "core" general education courses in academic advising/student mentoring	Dean of Student Services	Ongoing
Increase availability of tutors	Dean of Student Services Provost /	Spring 1997
Develop non-resident & international student recruitment program	Dean of Student Services	December 1996
Connect student needs—from Student Needs Assessment Profile—to appropriate resources within 2 weeks of start of each semester	Dean of Student Services / Counselors	Ongoing
Establish campus-wide student help training schedule by August	Counselors / Financial Aid	Ongoing
Broaden publicity of student help opportunities on campus	Financial Aid	Ongoing
Renovate Student Service offices to create more user friendly, effective service	Dean of Student Services	December 1997
Hire Student Activities Coordinator	Dean of Student Services	December 1997
Begin year-round schedule of courses	Dean of Instr.	Summer 1997
Develop and implement plan to improve assistance to outreach centers on advising, registration, & counseling	Dean of Student Services / Counselors	Fall 1996
Conduct orientations to programs of University of Hawaii Center on Maui by mid-March each year	Center staff	Ongoing
Complete Comprehensive Student Services Plan, with evaluations of all aspects of student services each semester	Dean of Student Services / Counselors	Start Fall 1996

Design ways to meet nonresident needs with WWW & other telecommunications technologies	Computing Center / Media Center	Spring 1997
Obtain Federal grant to establish computerized "Bootstraps" program to provide "on line" counseling, placement testing, remedial instruction, & registering	Dean of Student Services/ Director of Learning Center	Spring 1998

Priority 6: University of Hawaii Center on Maui

Introduction of "University of Hawaii Center on Maui"	Provost / Center Staff	December 1996
Assign offices for "Center" staff on MCC campus	Provost / Dean of Instr. Provost / Dir. of Admin. Services	December 1996
Secure & apply County matching funds for "Center"		December 1996
Establish policies, procedures and budget to provide library services for expanded Outreach program by December 1996.	Library / Center Staff	December 1996
Establish procedures for cooperation between MCC Student Services, Maui Outreach Program, & staff at sending institutions for cooperation on applications, registration, financial aid, academic advising, transcript evaluations, etc.	Provost / Dean of Student Services / Dir. of Outreach Program / Center Staff	December 1996

IMPLEMENTATION PLAN	LEAD UNIT(S)	TARGET DATE
Conduct periodic needs assessments and help establish priorities for UH Outreach programs on other Maui County islands	Center Staff	Start March 1997
Change sign at campus entrance to reflect addition of "Center"	Provost / O & M Staff	December 1996
Respond to "Center" degree program requirements when making MCC Course Schedule	Dean of Instr. / Div. Chairs	Ongoing
Recruit upper division Outreach students for student help positions throughout campus	Financial Aid / Div. Chairs	Ongoing

Priority 7: Partnerships with Business, Government, and Community Groups

Strengthen the College-business partnerships already established in Voc-Tech, Business, Human Services, Nursing, Administration of Justice, Cooperative Education, and Community Service programs.	Program Coordinators	Ongoing

Benchmark level of satisfaction with existing partnerships with survey	Assistant Dean of Instr.	Fall1997
Propose "Keeping Maui No Ka Oi . . .," a sustainable development project, to Maui Chamber of Commerce, Maui Visitors Bureau, Maui Hotel Association, and County of Maui.	Provost	September 1996
Expand Coop. Ed. program in Liberal Arts to at least 15 students.	Coop. Ed. staff	Spring 1997
Improve coordination between staff involved with credit courses & staff involved with related non-credit courses, such that 90 % of Instructional and Community Services staff sampled respond positively each year.	Dir. of Community Services / Div. Chairs	Ongoing
Identify and enlist top 25% (in number of employees) of businesses, agencies, and organizations to establish partnerships with MCC programs.	Provost / Dean of Instr. / Div. Chairs	1999
Seek partnerships, cooperative opportunities, and grants from local firms and foundations to support education and training needs such that among businesses randomly sampled, at least 50 % will be aware of opportunities for college support and involvement.	Provost / Dean of Instr. / Div. Chairs / Program Coordinators	1999
Finalize agreement among UH Medical School, Kuakini Hospital, and MCC for support of Campus Health Center.	Provost / Nursing Div. Chair	September 1996

Priority 8: New Instructional Programs

		Start
Establish regular biennial surveys to assess community needs	Assistant Dean of Instr.	February 1997
Schedule consultations with ad hoc advisory committees in emerging areas of need (See Priority #1)	Dean of Instr. / Div. Chairs	Ongoing
Identify opportunities for continuing education in professional fields that may be delivered by satellite by contacting all major professional associations on Maui	Dean of Instr.	December 1996
Pilot Maui Language Institute (ESL, Japanese, Chinese, Korean, etc.), beginning with ESL	Dean of Instr. / Language Arts Div. Chair	Start Summer 1997
Make Hawaiian Studies a specialized emphasis within a degree	Dean of Instr. / Div. Chairs	Fall 1998
Support faculty & staff efforts to help students travel internationally &/or communicate internationally through the internet	Provost / Dean of Instr.	Ongoing

IMPLEMENTATION PLAN	LEAD UNIT (S)	TARGET DATE

Support faculty and staff efforts to engage students in curricula that involves learning while serving the community---i.e., service learning	Dean of Instr. / Div. Chairs	Ongoing
Examine current viability and explore feasibility of new Certificates of Completion in Technical Programs	Dean of Instr. / Div. Chairs /Program Coordinators	Fall 1998
Begin implementation of Associate of Technical Studies Degree	Dean of Instr. / Div. Chairs	Fall 1996
Explore needs in "edu-tourism," "eco-tourism," "culi-tourism," and other diversified programs related to the visitor industry	Dean of Instr. / Div. Chairs	Spring 1997
Expand Summer Session credit and noncredit programs, with housing support, and a focus on nonresidents	Dean of Instr. / Dir. of Community Services	Summer 1997
Explore possible community needs for credit or non-credit courses in: long-term care of aging, "high tech" art, art entrepeneurship, digital arts/media technology, television production, air conditioning & refrigeration, training for legal assistants, enrichment for retired citizens, Hawaiian healing, holistic health practices, sports medicine, marine activities, coastal zone management, & cosmetology.	Dean of Instr. / Dir. of Community Services / Div. Chairs / Program Coordinators	Fall 1999

Priority 9: Renovation, Maintenance, and Construction of College Buildings

Continue efforts to obtain master planned buildings that are currently near top of University System priorities for 1997-99 Biennium and establlish a preventive maintenance scheudule	Provost, Director of Admin Services	Start Spring 1997 Ongoing
Assure that all renovation and construction plans accommodate new and future sustainable technologies & comply with ADA regulations	Provost	Ongoing
Install a fiber-optic "backbone" for on-campus communications	Computing Center	Fall 1998
Change from analog to digital technology for tri-isle communications	Media Center	December 1998
Improve utilization of appropriate Voc-tech and Apprentice programs to accomplish renovation and maintenance tasks	Voc-tech & Apprentice programs / Oper. & Maint.	Ongoing
Update 30 year old science facilities and equipment	Div. Chr. / Oper. & Maint.	Ongoing
Upgrade & increase electrical power supply in Library	Library / Oper. & Maint.	Ongoing
Supply materials for emergency clean-up to faculty and staff willing and able to handle minor tasks on their own	Oper. & Maint.	December 1996
Pursue more external assistance--e.g., MCCC prisoners, Kalima O' Maui people, Cooperative Extension, and senior citizen volunteers	Provost / Oper. & Maint.	Ongoing

Plan and implement campus grounds & landscaping improvements	Oper. & Maint.	Start Nov. 1996
Develop a program similar to the "adopt a highway" concept, where community businesses and organizations get credit for maintaining part of the campus	Provost / Oper. & Maint.	Fall 1997
Initiate an MCC workday during which willing faculty, staff and students work on grounds and facility maintenance and repairs	Academic Senate / Student Government	Fall 1997
Improve campus security with emergency phones in the parking lots	Dir. of Admin. Services	December 1996
Rename and renumber campus buildings	Academic Senate	September 1997
Improve MCC Kaahumanu frontage	Oper. & Maint.	Spring 1997

IMPLEMENTATION PLAN	LEAD UNIT(S)	TARGET DATE
Priority 10: Administrative Management		
Continue "shared governance" structure of Executive Committee and in decision-making procedures---especially in budget, curricular and personnel matters	Provost / Dean of Instr.	Ongoing
Improve computer communications throughout College, to include e-mail access by 90% of lecturers	Computing Center	Fall 1997
Establish a class schedule that leaves large time blocks open every week for College meetings & professional development activities	Dean of Instr. / Div. Chairs	February 1997
	Dean of Instr. /Dean of Students	
Update & electronically distribute Annual Campus Calendar		Aug. 15 each yr.
Assess division structure and propose needed revisions to Provost	Dean of Instr. / Div. Chairs	June 1997
Review policies and procedures for recruitment & appointment every three years	Personnel / EEO-AA Officer	Start
		Fall 1997
Allocate support for data gathering, reports, computer interface, and tracking of program health indicators and ADP	Provost	August 1997
Distribute new technology to divisions & units in response to faculty and staff requests & in accordance with established criteria	Provost / Dean of Instr. /	
	Computing Center	Ongoing
Continue Redesign Committee efforts to review and revise MCC's organizational procedures.	Provost / Comm. Chair	Ongoing
Institutionalize Metamorphosis /Change program	Provost / Dean of Instr.	Fall 1996
Implement electronic scheduling system for room utilization	Dean of Instr.	Fall 1996

Implement electronic Operations & Maintenance work order request and management system	Dir. of Admin. Services / Oper. & Maint.	Fall 1996
	Provost / Dean of Instr. /	January 1998
Review staffing of all units and prepare a staffing plan	Div. Chairs	
Develop and implement plans to provide for the health, safety, and security of the students, staff, and faculty.	Dir. of Administrative ervices	August 1997

Priority 11: Articulation with Maui High Schools & Colleges in University of Hawaii System

Continue to push for equality in working out articulation issues with UH at Manoa, Hilo, and West Oahu.	Curriculum Committee	Ongoing
Have annually revised articulation handbook available for academic advising by June 1 each year.	Curriculum Committee	Start 1997
Develop ways to use new technologies to improve articulation	Student Services	Ongcing
Clear up remaining articulation problems with specific courses	Curriculum Committee	Ongoing
Develop and implement plan to increase high school student information related to Tech Prep and Student Profiles for MCC	Student Services	Summer 1997
Provide reports on graduation rates & attrition rates to high schools	Student Services	Start June 1997
Work with high schools to enroll 50% of students in need of remedial work in appropriate courses, including summer courses	Student Services	1997
Expand discipline articulation, 2+2, Tech Prep and School to Work programs to produce enrollment increases of 10% each year	Student Services	Start 1997
Increase enrollments in early admission program by 10% each year	Student Services	Start 1997-98
Use a buddy system with high school students	Student Services	Start Fall 1997

IMPLEMENTATION PLAN	LEAD UNIT(S)	TARGET DATE

Priority 12: Academic Support Services for All Instructional Programs

Re-examine administrative organization of academic support	Dean of Instr. / Library /	

services and revise to assure that services are responsive to expressed faculty and student needs	Computing Center / Media Center / Learning Center	Spring 1997
Begin implementing a plan for upgrading Library with more effective services, instructional materials, information sources, & equipment	Library Staff	Fall 1997
Replace 3-5% of Library collection each year	Library Staff	Start 1997
Increase availability of Librarians to students by adding a clerk typist	Provost / Head Librarian	Fall 1997
Provide improved Library service to students at night and on weekends by adding support staff on Circulation Desk	Provost / Head Librarian	Fall 1998
Obtain grant for desktop video conferencing capabilities between librarians on Kahului campus & students & staff at outreach sites	Head Librarian / Media Center	Fall 1997
Establish a CARL terminal access at Hana Educational Center	Computing Center	Fall 1997
Improve Computing Services by hiring an additional technician	Computing Center	October 1997
Hire Computer Specialist III for data communications	Computing Center	January 1998
Implement network file service for students and faculty	Computing Center	August 1997
Improve dial-up access for students, faculty and staff, both in terms of number of lines available and accessibility to Internet	Computing Center	March 1997
Implement microcomputer network printing campus-wide	Computing Center	January 1997
Improve SkyBridge studio facilities with up-to-date technology	Media Center	Ongoing
Expand outreach service to sites in Kihei and Lahaina	Library / Media Center	Fall 1998
Increase use of e-mail and small scale video conferencing between faculty and students involved in distance education	Computing Center / Media Center	Ongoing
Use ECET interns to assist Media and Computing Centers	Computing Center	Fall 1997
Establish a four-year replacement & upgrading schedule for computer & communications equipment in classrooms & faculty & staff offices, to be funded in part by self support revenues	Computing Center /Media Center	March 1997
Examine needs for & ways to obtain a learning disabilities specialist	Dean of Instr.	Fall 1998
Add support staff to outreach centers to tutor students, administer exams, assist in academic advising, assist with library services, etc.	Dean of Instr. / Center Directors	Ongoing
Address need for lab assistants to assist with lab intensive courses	Dean of Instr.	Fall 1997
Establish regular and frequent visitations to MCC Outreach Centers by Library, Media Center and Computing Center personnel	Library / Computing Center / Media Center	Fall 1997

VI.

Staffing Plan

The positions listed below were compiled from Maui Community College budget requests for fiscal years 1997-98 and 1998-99, the next State biennium budget cycle. The positions are required to meet workload increases and the objectives of the Academic Development Plan. Actual establishment and filling of these positions is dependent upon legislative approval of the College's budget requests for the biennium.

DEPARTMENT/POSITION	12-MONTH SALARY	POSITION COUNT 1996-97	POSITION COUNT 1997-98	POSITION COUNT 1998-99
INSTRUCTION:				
Instructor, English	$37,464	0.00*	0.00	0.00
Instructor, Art	$37,464	0.00*	0.00	0.00
Instructor, OAT	$37,464	0.00*	0.00	0.00
Instructor, Hawaiian	$37,464	0.00	1.00	1.00
Instructor, Japanese	$37,464	0.00	1.00	1.00
Instructor, Spanish	$37,464	0.00	1.00	1.00
TOTAL		0.00	3.00	3.00
STUDENT SERVICES:				
Clerk Typist III	$19,536	0.00	1.00	1.00
Clerk Typist III	$19,536	0.00	1.00	1.00
TOTAL		0.00	2.00	2.00
INSTITUTIONAL SUPPORT:				
Janitor III	$21,372	0.00	0.00	1.00
Janitor II	$20,148	0.00	1.00	1.00
Building Maintenance Worker I	$20,187	0.00	0.00	1.00
Groundskeeper I	$20,148	0.00	1.00	1.00
Director, University Center	$48,696	0.00	1.00	1.00
Instructor, University Center	$43,824	0.00	1.00	1.00
Instructor, University Center	$43,824	0.00	1.00	1.00
Secretary II, University Center	$22,836	0.00	1.00	1.00
Educational Specialist I	$26,820	0.00	1.00	1.00

Student Services Specialist II	$15,552	0.00	0.50	0.50
Cashier I	$19,536	0.00	1.00	1.00
Computer Specialist I	$26,820	0.00	1.00	1.00
TOTAL		0.00	9.50	11.50

* Requesting funding for positions vacated through Early Incentive Retirement Program. Salaries currently not in base budget.

VII.

Projected Activity Levels and Resource Requirements

Student Semester Hours Offered, by Program

Maui Community College

Fall 1995 to Fall 2002

	Actual							
	1995	1996	1997	1998	1999	2000	2001	2002
Total	**23,154**	**24,716**	**25,382**	**25,911**	**26,363**	**26,838**	**27,241**	**27,650**
General Education	13,591	14,415	14,799	15,096	15,352	15,623	15,852	16,064
Humanities	7,347	7,511	7,710	7,863	7,995	8,136	8,254	8,374
Natural Sciences	3,353	3,895	4,000	4,018	4,150	4,224	4,287	4,351
Social Sciences	2,697	2,760	2,834	2,892	2,942	2,994	3,038	3,083
Other General Ed.	194	249	255	260	265	269	273	277

Vocational Education	9,563	10,301	10,583	10,815	11,011	11,215	11,389	11,566
Business	4,119	4,631	4,761	4,865	4,953	5,050	5,119	5,189
Food Services	1,079	1,017	1,042	1,064	1,086	1,102	1,125	1,148
Health Services	1,207	1,410	1,451	1,480	1,506	1,532	1,556	1,580
Public Services	1,145	1,248	1,280	1,308	1,331	1,357	1,379	1,401
Technology	1,970	1,996	2,049	2,098	2,135	2,174	2,210	2,247

Source: MAPS: Course Registration Report, Fall 1995 (actual data) and Enrollment Projections, Fall 1995 to Fall 2001. Institutional Research Office, University of Hawaii.

Academic Development Plan

Budget 1996 - 2002

The planned budget below is based on actual allocations received by the College for fiscal year 1996-97 and base budget requests submitted to the legislature for coming biennium budget cycle, fiscal years 1997-98 and 1998-99. Additionally, with the establishment of a Tuition and Fee Special Fund, projections for tuition and fees, as well as other revenue streams were integrated into the planned budget.

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Instruction	86.00	86.00	86.00	86.00	86.00
UOH 501	4,559,234	4,769,185	4,775,780	4,889,209	5,006,039
Public Service	12.50	12.00	12.00	12.00	12.00
UOH 502	992,622	1,027,255	1,049,023	1,078,514	1,107,861

Academic Support	20.00	20.00	20.00	20.00	20.00
UOH 503	859,973	899,925	900,522	921,765	943,646
Student Services	15.00	15.00	15.00	15.00	15.00
UOH 504	692,055	721,402	727,032	745,342	764,201
Institutional Support	30.00	31.50	31.50	31.50	31.50
UOH 505	2,337,548	2,447,025	2,447,025	2,504,383	2,563,462
College Summary	163.50	164.50	164.50	164.50	164.50
Total	9,441,432	9,864,792	9,899,382	10,139,213	10,385,209

Base Budget Assumptions:

1996-1997- Based on General Fund and Tuition and Fee Special Fund actual allocations. All other non-general appropriated funds have been inflated 3% above actual revenue collection for fiscal year 1996.

1997-1998- Based on BI 1997-99 request for general funds, 20% increase in TFSF, and 3% increase in all non-general appropriated funds.

1998-1999- Based on BI 1997-99 request for general funds and 3% increase in all non-general appropriated funds.

1999-2000- Based on 3% increase in all funds.

2000-2001- Based on 3% increase in all funds.

2001-2002- Based on 3% increase in ali funds.

VIII.

Physical Facilities

Capital Improvements Program

Fiscal Biennia 1997-1999 to 2001-2003

Note: All cost figures are in thousands.

PROJECT	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	200 200
1 Building "S" (Community Services / Classrooms	9,627	1,170					
2 Molokai Educational Center			348	7,021	849		
3 Building "N" (Telecommunications / Media Center	811	14,259	1,742				
4 Building "P" (Food Services)	811			16,141	1,979		
5 Renovate Portions of Student Center	489				6,286		
6 Building "R" (Student Services)					675	13,984	2,1
7 Building "O" (Administration)						335	6,3
TOTALS	**11,738**	**15,429**	**2,090**	**23,162**	**9,789**	**14,319**	**8,5**

Repairs and Maintenance Program

Period FB 1997-1999

Program Priority No,	Project	FY 1997-9
1	Upgrade fire alarm system, upper campus	178
2	Upgrade exterior lighting, lower campus	102
3	Replace electrical transformer, Building 2238	47
4	Install steam cleaning pad/oil interceptor, 2201	26
5	Renovate electrical & duct, Welding Shop, 2303	171
6	Renovate transformer enclosures, Library/Student Center	31
7	Replace air handler, pneumatic, reheat systems, Library, 2224	146
8	Replace corroded ducts/air handlers, Science Building 2221	48
9	Replace fan coil units, Student Center Building 2232	24
10	Replace condenser unit, Auto Body Shop Building 2223	24
11	Replace air handlers, Language Lab Building 2225	41
12	Reroof Building 2226	39
13	Reroof/fire tread Buildings 2236, 2237, 2238	285
14	Reroof/repair dormitories, Buildings 2248A, B, C, & D	248
15	Replace fixed lecture tables/chairs, Science Building 2221	64
16	Repair/renovate existing cooling tower enclosure, Building 2230	89
17	Repair/replace room dividers, Nursing Classroom, Building 2238	32
18	Repair/repaint exterior, 16 buildings, lower campus	343
19	Repair/repaint exterior, 10 buildings, upper campus	281

Program

Priority No,	Project	FY 1997-
20	Repair/repaint interior, 16 buildings, lower campus	297
21	Repair/repaint interior, 10 buildings, upper campus	330
22	Repair doors/hardware, five Hale Buildings 2216-2220	
23	Replace exterior doors/hardware, Buildings 2221 & 2224	
24	Replace exterior doors/hardware, Building 2232	
25	Termite treat & repair, Campuswide	
26	Repair/replace jalousie louvers & baseboards, Dormitories	
27	Replace exterior water lines, lower campus	
28	Replace exterior doors/hardware, Buildings 2201-2204	
29	Repair/resurface tennis courts	
30	Replace exterior doors/hardware, Buildings 2206,2207 & 2226	
31	Install photo cell night light controls, Campuswide	
32	Repair/upgrade utilities/refrigerator/freezer, Cafeteria	
33	Upgrade electrical, Library (2224(& Learning Skills (2237)	
34	Repair/resurface roads and parking, Campuswide	
35	Improve shop ventilation, three buildings	
	TOTALS	$2,855

Appendix A

RESIDENT POPULATION BY AGE/SEX COHORT

Forecast Historical Projected ---------- >

Variables 1990 1995 1996 2000 2005 2010

Total Population 100,504 111,875 114,412 124,562 134,064 145,872

Males by Age

<--4 3 ,973 4,260 4,327 4,584 4,866 5,280

5-9 4,013 4,295 4,338 4,483 4,640 4,987

10-14 3,707 4,471 4,472 4,433 4,516 4,735

15-19 3,487 4,239 4,381 4,970 4,889 5,089

20-24 3,199 4,024 4.093 4,359 4,962 5,119

25-34 9,045 8,467 8,693 9,613 10,170 11,335

35-44 9,497 9,631 9,577 9,248 9,125 10,078

45-54 5,022 7,302 7,798 9,922 10,464 9,696

55-64 3,758 3,826 4,017 4,822 7,220 9,745

65-74 3,448 3,801 3,785 3,676 3,545 4,258

75-84 1,713 1,954 2,050 2,457 2,747 2,613

>84 419 493 518 624 791 997

Total 51,281 56,762 58,048 63,190 67,935 73,932

Females by Age

=4 3,873 4,080 4,134 4,332 4,599 4,987

10-14 3,364 4,347 4,350 4,322 4,352 4,610

15-19 2,928 3,383 3,545 4,229 4,086 4,171

20-24 2,977 3,296 3,371 3,670 4,441 4,460

25-34 8,733 8,435 8,517 8,798 8,965 10,337

35-44 8,432 9,258 9,298 9,389 9,331 9,597

45-54 4,972 7,001 7,397 9,084 9,919 9,839

55-64 4,246 4,263 4,447 5,219 7,104 9,005

65-71 3,621 4,004 4,045 4,184 4,235 4,957

75-84 1,624 2,219 2,360 2,962 3,407 3,488

>84 578 650 699 911 1,247 1,659

Total 49,223 55,113 56,364 61,372 66,129 71,940

NOTES:

1990 Population by Age/Sex Cohorts from U.S. Census Bureau,

1990 Census of Population and Housing.

Projected Population by Age/Sex Cohorts = Projected Population

' Adjusted Maui Age/Sex Cohort Pct.

Source: Maui Socio-Economic Forecast Study, by Community Resources, Inc. for Maui County Planning Department

for Maui County Planning Department

RESIDENT POPULATION BY ISLAND

Forecast Historical Projected ---------- ------ ---------- ---------- >

Variables 1990 1995 1996 2000 2005 2010

Population

Lanai 2,426 2,787 3,311 5,144 5,157 5,148

Molokai 6,717 6,774 6,827 7,068 7,297 7,264

Maui Island 91,361 102,314 104,274 112,349 121,609 133,459

Maui County **100,504 111,875 114,412 124,562 134,064 145,872**

Ratio of

Population/Jobs

Lanai 188.5% 87.3% 87.1% 186.1% 184.9% 183.8%

Molokai 314.3% 298.6% 295.5% 282.9% 267.2% 251.5%

Maui Island 177.0% 188.4% 187.6% 184.5% 183.6% 185.4%

Cumulative

Population Growth

Lanai 361 885 2,718 2,731 2,722

Molokai 57 110 351 580 547

Maui Island 10,953 12,913 20,988 30,248 42,098

Maui County **11,371 13,908 24,058 33,560 45,368**

Annual Average

Rate of Growth

Lanai 2.8% 18.8% 11.6% 0.1% 0.0%

Molokai 0.2% 0.8% 0.9% 0.6% -0.1%

Maui Island 2.3% 1.9% 1.9% 1.6% 1.9%

Maui County **2.2% 2.3% 2.1% 1.5% 1.7%**

NOTES:

Lanai and Molokai population calculated by multiplying population/jobs ratio by projected residents' jobs.

Maui Island population calculated by subtracting projected Lanai and Molokai population from projected Maui County population.

Source: Maui Socio-Economic Forecast Study

by Community Resources, Inc.

for Maui County Planning Department

AVERAGE VISITOR CENSUS

Forecast Historical Projected ---------- ---------- ---------- ---------->

Variables 1990 1995 1996 2000 2005 2010

Average Visitor

Census (AVC)

Lanai 68 581 720 1,210 1,210 1,210

Molokai 616 880 892 945 1,008 1,070

Maui Island 38,15O 48,539 49,929 55,545 63,082 71,520

TOTAL 38,834 50,000 51,540 57,700 65,300 73,800

Percent of Total

Lanai 0.2% 1.2% 1.4% 2.1% 1.9% 1.6%

Molokai 1.6% 1.8% 1.7% 1.6% 1.5% 1.4%

Maui Island 98.2% 97.1% 96.9% 96.3% 96.6% 96.9%

TOTAL 100.0% 100.0% 100.0% 100.0% 100.0% 100.0%

Average Visitors per

Occupied Visitor Unit

Lanai 2.0 2.0 2.0 2.0 2.0 2.0

Molokai 2.3 3.0 3.0 2.9 2.8 2.8

Maui Island 3.1 3.1 3.0 2.9 2.8 2.8

NOTES:

1990 Average Visitor Census for Maui Island from HVB records',

Lanai and Molokai estimated based on CRI studies of party size and occupied units.

As a result, total County AVC is less than HVB's 1990 estimate of 39,500.

Lanai & Molokai Average Visitor Census = Lanai & Molokai Average Party Size x

Lanai & Molokai Occupied Visitor Units

Maui Island Average Visitor Census = County Average Visitor Census - Lanai AVC

- Molokai AVC

Source: Maui Socio-Economic Forecast Study

by Community Resources, Inc.

for Maui County Planning Department

CIVILIAN JOBS BY INDUSTRY

Forecast Historical Projected ---------- ---------- ---------- ---------->

Variables 1990 1995 1996 2000 2005 2010

Civilian jobs 54,990 58,051 59,671 66,153 71,755 77,657

Wage & salary jobs 50,860 53,523 55,084 61,327 66,630 72,232

Agriculture 2,570 3,100 3,100 3,100 3,200 3,200

Manufacturing 2,000 2,100 2,100 2,100 2,100 2,100

Construction 3,100 1,912 1,972 2,212 2,412 2,612

Trans.,com.,util. 3,070 3,200 3,280 3,600 3,800 4,100

Trade 13,710 15,100 15,660 17,900 19,900 22,000

Banking, finance 3,320 3,924 4,024 4,424 4,723 4,923

Services 17,310 18,054 18,675 21,158 23,161 25,564

Hotels 9,050 9,100 9,340 10,300 10,900 11,600

Other services 8,260 8,954 9,335 10,858 12,261 13,964

Government 5,780 6,134 6,274 6,834 7,334 7,733

State/local 5,380 5,634 5,774 6,334 6,834 7,233

Federal 400 500 500 500 500 500

Self-employed jobs 4,130 4,527 4,587 4,826 5,125 5,425

NOTES:

Projected Jobs = M-K Forecast + Adjustment for New Projects/Constraints

Civilian Jobs = Wage & Salary Jobs + Self-employed jobs

Source: Maui Socio-Economic Forecast Study

by Community Resources, Inc.

for Maui County Planning Department

HEADCOUNT ENROLLMENT, BY PROGRAM

Maui Community College

Fall 1995 to Fall 2002

	ACTUAL	PROJECTED						
PROGRAM	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**
TOTAL	**2,740**	**2,978**	**3,055**	**3,116**	**3,168**	**3,224**	**3,272**	**3,322**
Regular Students	2,733	2,961	3,038	3,099	3,151	3,207	3,255	3,305
Liberal Arts	1,094	1,257	1,294	1,322	1,345	1,369	1,389	1,409
Vocational Education	1,208	1,221	1,257	1,287	1,312	1,337	1,359	1,381
Business	420	481	496	508	518	529	536	543
Food Services	128	80	82	84	86	87	89	91
Health Services	137	105	108	110	112	114	116	118
Public Services	256	248	255	261	266	271	276	281
Technology	267	307	316	324	330	336	342	348

Non-Majors	438	500	504	507	511	518	524	530
Unclassified	431	483	487	490	494	501	507	513
Early Admit	7	17	17	17	17	17	17	17

Source: MAPS: Enrollment report, Fall 1995 (actual data) and Enrollment Projections, Fall 1995 to Fall 2001. Institutional Research Office, University of Hawaii

APPENDIX B

-

History and Description of College and County

The College

The history of Maui Community College began in 1931 when the Maui Vocational School opened with courses in carpentry, auto mechanics, and machine shop. In 1950-51 the physical plant expanded, and five new programs were added. In 1958 the name of the school was changed to Maui Technical School.

In 1964 the State Legislature enacted the Community College Act, which established a statewide community college system as part of the University of Hawaii. Maui Technical School was incorporated into this system in 1965 and transferred from the jurisdiction of the Department of Education to the University of Hawaii. In 1966 the school changed its name to Maui Community College, and it was given the authority to grant Associate in Arts and Associate in Science degrees in addition to Certificates of Achievement and Certificates of Completion.

Today Maui Community College is a comprehensive, open-door, community-based college offering a comprehensive liberal arts curriculum and a large variety of occupational programs leading to certificates and degrees. Since its establishment, MCC has experienced a steady increase in enrollment, an expansion in programs and courses for both transfer and occupational students, and a substantial growth in its physical plant. By the Fall 1995 Semester enrollment had increased to 2,740 students, with

40% in Liberal Arts, 44% in occupational programs, and 16% unclassified. During 1995, 9,292 students registered in 1,004 non-credit courses offered through the Community Service programs.

To fulfill its mission, MCC employs 214 faculty and staff (Spring 1996). This includes 7 administrators, 86 full-time faculty, 2 part-time faculty, 57 lecturers, 33 APT positions, and 29 Civil Service positions.

To meet the higher educational needs of outlying areas of the County, the College first offered off-campus instruction in 1970 when courses were initiated on Molokai. Programs are now offered regularly at education centers in temporary facilities on Molokai, Lanai, and Hana. In 1988 the College installed a tri-island two way interactive microwave system (Maui SkyBridge) which delivers instruction and information to the three outreach education centers.

The County

Maui community College serves the most unique , diverse, dynamic, and rapidly changing county in Hawaii. Maui County is the second largest County in the State and is unique because it consists of five separate land masses: the three populated islands of Maui, Molokai, and Lanai, and the two uninhabited islands of Kahoolawe and Molokini.

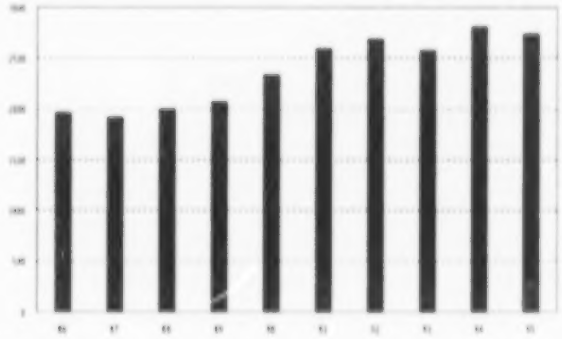
Since 1970 Maui County has absorbed the fastest growing population in the State. Maui County's residential population increased 54% in the 1970's, 42% in the 1980's, and is projected to increase another 24% in the 1990's. Ninety-one percent of the County's population reside on the island of Maui, about 6% reside on Molokai, and about 3% live on Lanai. The County's resident population in 1995 was estimated to be about 112,000, with an average visitor count of 50,000.

Clearly tourism has become Maui County's primary industry, and is projected to remain so for many years. Pineapple has left Molokai and Lanai. Lanai has two luxury resort hotels that provide jobs for residents. Molokai has some diversified agriculture, little tourism, and a serious unemployment problem. (See population and labor projections in Appendix A.)

College Performance Data for 1986 to 1995

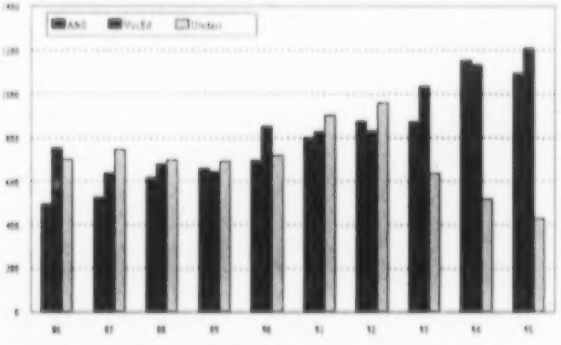
PROGRAM DEMAND

This set of indicators subsumes variables which reflect both the mission and internal priorities, student enrollment demands, and, in the case of the vocational programs, the external economic needs of the state of Hawai`i and the island of Maui.



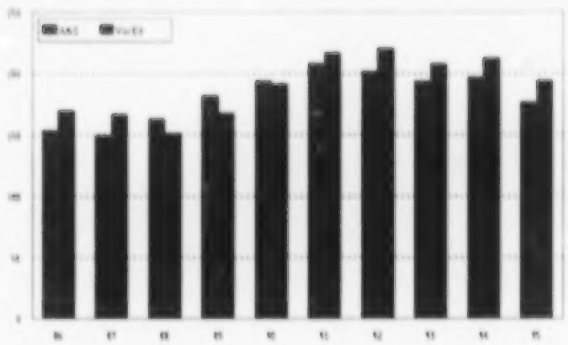
Enrollment

Following a sharp decline in the early 1980s, student enrollment has grown steadily by 28 percent to 2,740 classified students in Fall 1995. Although overall enrollment has increased over the ten year period, it has decreased slightly from 1994 to 1995 by 2.5 percent. As their numbers rise slightly, the demand for quality higher educational opportunities in Hawai`i by the traditional college-age population will increase; the demand from older students will remain strong. A growing demand for higher education will continue on Maui.



Student Majors

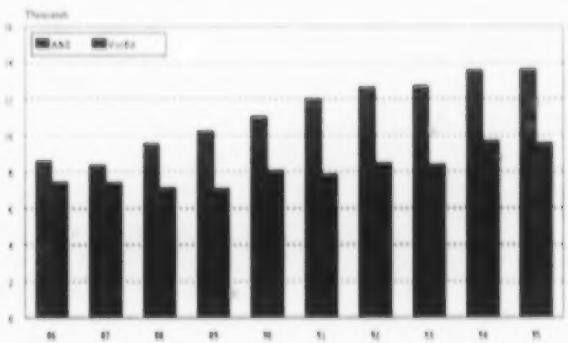
Between 1986 and 1995, there has been a steady growth of 55% in enrollment of liberal arts majors and 38 percent for vocational education majors. In 1995, liberal arts majors comprised 39.9% of student enrollment and vocational education majors comprised 44% of student enrollment. Unclassified student enrollment has declined the last three years by 55% and comprises 15.7% of student enrollment in 1995.



The total number of student course registrations has increased since 1987. Since 1986, the total student course registrations in the liberal arts has increased overall by 32%; however, slightly decreasing from 1994 by 3.5 percent. Liberal arts registrations comprised approximately 52% of total student course registrations in 1995. Since 1989, the total student course registrations in vocational education has increased by 35.6%.

Classes Taught

Following the increase in both liberal arts and vocational education majors, the number of classes taught in both liberal arts and vocational education has also increased. Since 1987, the number of classes taught in liberal arts grew each year reaching a high of 208 in Fall l99l, and then leveled off for the last three years. In 1995 the number of classes taught decreased by 10 percent. .



Student Semester Hours

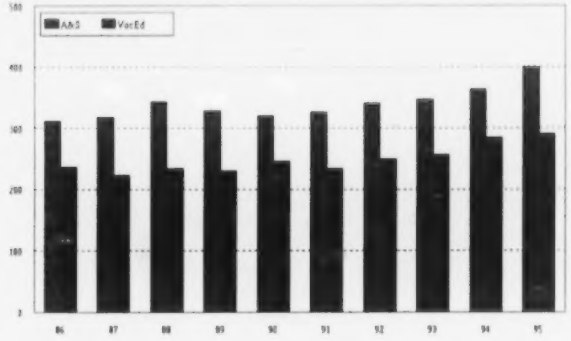
Overall, the number of student semester hours has increased steadily since 1987. The number of student semester hours in liberal arts has increased by 38.8 percent between 1986 and 1995. The number of student semester hours in vocational instruction decreased between 1985 and 1989 but then moved in a upward trend

where it stands at 9,563 in Fall 1995.

PROGRAM EFFICIENCY

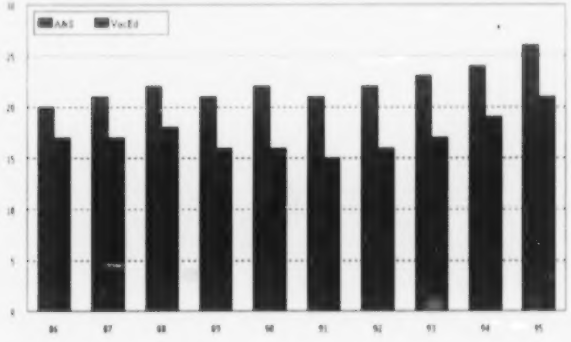
The second set of indicators includes measures of program resources and student utilization relative to those resources, with several analytic measures. A program with a large average class size, a ratio of actual class enrollment to maximum class enrollment close to 100%, and a low average cost per student semester hour might be given a high rating on this criterion.

SSH Per FTE Faculty



The ratio of Student Semester Hours to FTE Faculty fluctuated between 1986 and 1991 in the liberal arts program. From 1992 to 1995 the ratio of Student Semester Hours to FTE Faculty hours has gradually increased to 346 (18%). The vocational education program fluctuated between 1986 and 1991, but since then has increased to it's highest in ten years at 291 in Fall 1995.

Average Class Size



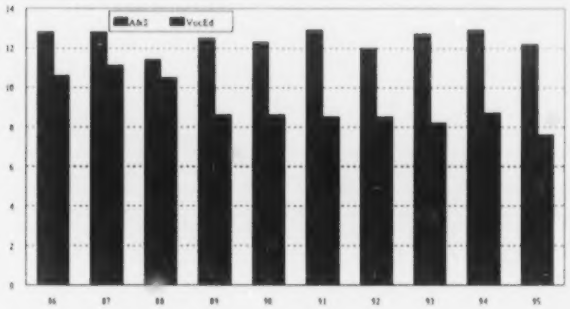
The average class size for the liberal arts program has fluctuated between 20 to 22 students between 1986 and 1991. Since 1991, where it reached 21 students it has grown the past four years to 26 students in 1995. The average class size for the vocational education program decreased by approximately 6 percent between 1986 and 1991, since then there has been four straight years of increases to 21 students in 1995.

Percent of Small Classes

The percent of small classes (fewer than 10

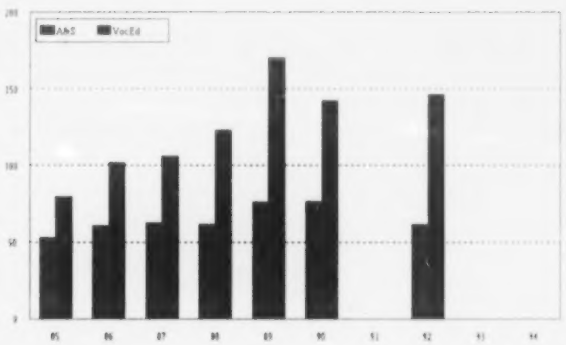
students) has remained relatively low in both liberal arts and vocational education over the past four years. The percent of small classes reached a high of 10.6% in 1991 for liberal arts but has decreased and was only 1.1% in Fall 1995. The percent of small classes in vocational instruction peaked in 1991 at 38% and decreased dramatically to 5.9% in 1992. Since 1992 the percent of small classes in vocational education has been rising and in 1995 stands at 10.8%.

Average Credits Taught



The average number of credits taught by full time faculty steadily declined from 12.3 credits in 1985 to 10.1 credits in Fall 1990, and then remained relatively stable. In Fall 1994, the average number of credits taught by liberal arts faculty stands at 12.7 credits. The average number of credits taught by vocational faculty decreased between 1985 and 1989, and has remained steady at approximately 8.5 credits through 1993.

Cost Per Student Semester Hour

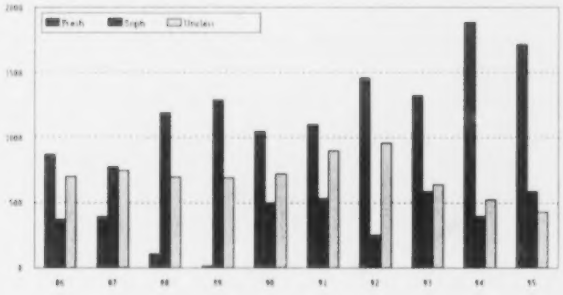


The cost per Student Semester Hour (SSH) increased significantly through the 1980s, nearly doubling in liberal arts and increasing by over 100% in vocational programs. Overall, the cost per student semester hour doubled to about $109 over this period. The cost per student semester hour for vocational education courses as a percentage of the cost per student semester hour for liberal arts courses increased dramatically since 1985. It is almost twice as expensive to offer a vocational education course compared with a liberal arts course.

Support Services Resource Utilization

Maui Community College's resource distribution closely parallels the UHCC system-wide resource allocation for all functions. However, compared to peer institutions, Maui CC devotes more available resources to instruction (55% to 51%), and to academic support (11% to 9%) but a smaller portion to student services (6% to 9%) and institutional support (25% to 29%). This comparison provides evidence that there is a need to strengthen the infrastructure, a finding consistent with the past assessments of progress made toward implementing the University Strategic Plan.

Student Educational Level



In 1993, the absolute number of students continuing into the sophomore level increased by 334 students and then declined by 184 students in Fall 1994. In 1995 the number of sophomore students increased to 585 students comprising 21 percent of students Unclassified students have fluctuated but has decreased the last three years. They still remain a significant percentage and comprise 16% of the student enrollment.

PROGRAM EFFECTIVENESS

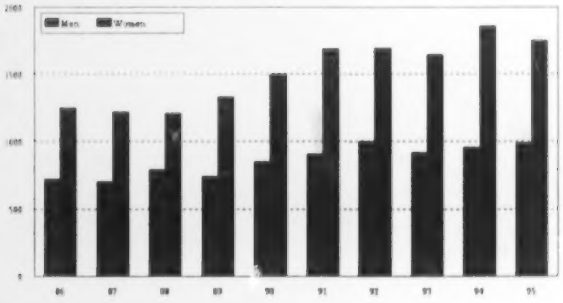
The third set of indicators measure the extent to which the community college's mission and goals have been attained.

Mission - To Broaden Access

To broaden access to post-secondary education in Hawaii by providing open-door opportunities for students to enter quality educational programs within their own communities.

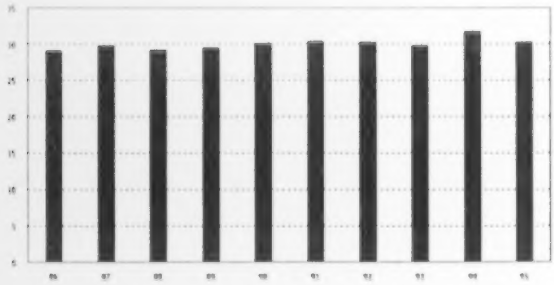
Over the past six years we have focused our efforts on providing access to individuals traditionally underrepresented in higher education, including women, working adults, and minorities. A measure of meeting our mission to provide access is to examine the extent to which we have increased enrollments of these individuals.

Student Gender

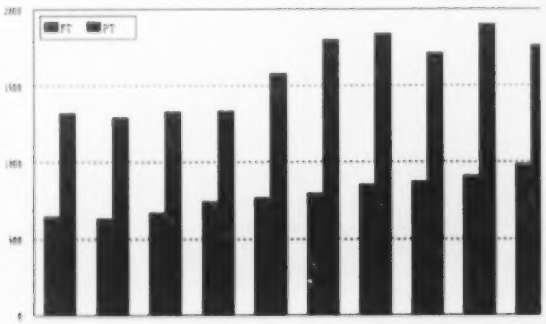


The number of females increased gradually from 1988 to 1,856 in 1994. In 1995 the number of females slightly decreased to 1,751. The number of males has fluctuated over the ten year period reaching a high in 1995 at 987. However, females still have become an increasingly large percentage of students, with 6 in 10 students now female. This pattern of enrollment should continue, with additional females returning to the community colleges in order to improve their job skills.

Student Mean Age

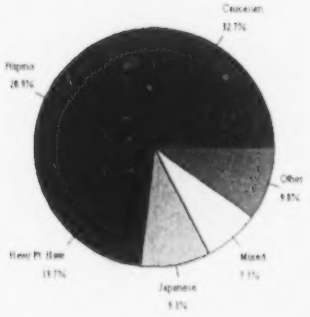


The mean age of students has fluctuated around 30 years for the past ten years as older students begin or return to school. In 1994, the mean age of students was 31.6 years. Demand for improvement in job skills and opportunities in new careers will result in an increased demand for a wider array of student support services, including child care.



increased from 1986 to 1995 by 34%. The majority of students still attend Maui Community College on a part-time basis. Part-time students now outnumber full-time students by more than 778 (28% to 64%) and will continue to constitute a majority at Maui Community College for the foreseeable future.

Student Ethnic Background



Part of the Community Colleges role in meeting the goal of access has been to provide opportunities to individuals previously underrepresented in higher education. In Hawaii, that has included Hawaiian/Part-Hawaiians and Filipinos. A concerted effort in dealing with identifying and removing barriers to minority student enrollment, retention and success in the mid-1980s appears to be having some success. Between 1986 and 1995, Hawaiian/Part-Hawaiian student enrollment moved from 14% to 20% and Filipino student enrollment increased from 19% to 21%. During the same period, Japanese student enrollment declined from 19% to 9%.

Mission - Preparation for Transfer or Work

To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses.

To provide vocational and technical programs which both prepare students for immediate employment and provide the trained work force needed by the State.

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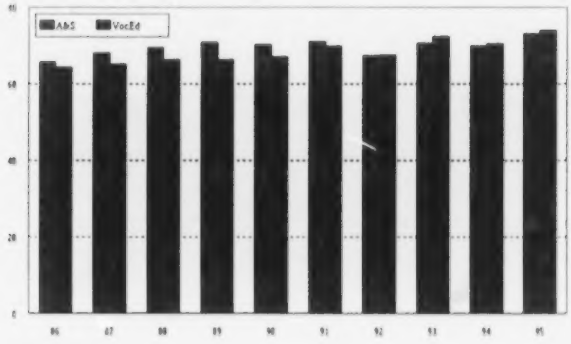
Degrees/Certificates Awarded

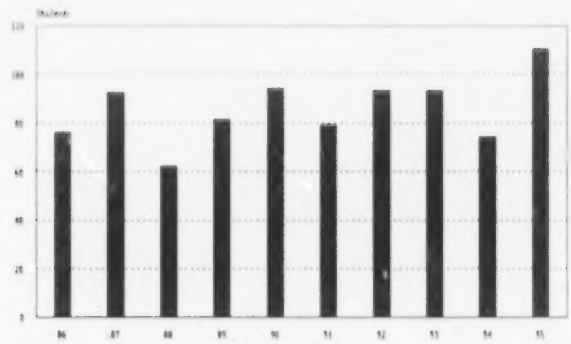
The number of degrees/certificates awarded overall decreased from 1986 through 1988 and increased for the next four years. The number of liberal arts and vocational degrees/certificates awarded peaked in 1992. Vocational education degrees decreased for the next two years falling to 151 in 1994. In 1993 Liberal arts degrees dropped by 21%, and increased slightly in 1994 to 68.



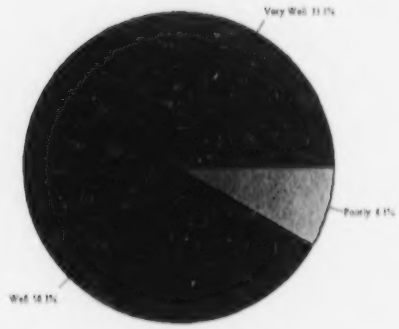
Credits Earned Ratio

One intermediate measure of student academic progress is the percentage of students who complete a course with a passing grade. This provides an indication of student class goal attainment. This measure has fluctuated around 70% for arts & science courses and around 61% for vocational education classes between Fall 1986 and Fall 1994. The credit earned ratio reached a high in 1995 for both liberal arts and vocational education, climbing to 73.1 and 73.9 respectively.

Student Transfer



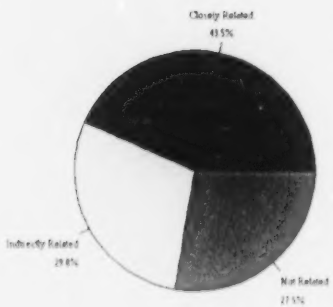
One of the major functions of the community colleges is to prepare students for transfer to baccalaureate level programs. As a system, we transfer almost 1,000 students per year to UH Hilo, UH Manoa and UH West Oahu. This data does not include transfers from Hawai`i CC since separately reported data were not available for this period. In addition, articulation agreements with Hawai`i Pacific University and Chaminade University provide students with a transfer option that is not reported in these data. The number of students transferring has fluctuated over the past ten years but as of 1995 stands at 80 students.



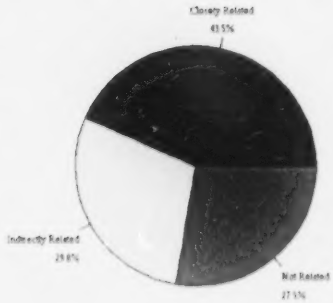
Preparation for Transfer

In 1995, surveys of the Fall 1994 and Spring 1995 community college graduates and leavers was conducted. These surveys included students from Maui Community College in all programs. Previous students were asked how well the education and training they received prepared them for their new college. Approximately 92 percent of the 24 respondents indicated that they believed they were prepared to meet the expectations of their new college.

Employment Status



In the Fall 1994 and Spring 1995 surveys of graduates and leavers, former Maui Community College students were asked to indicate their current employment status. Slightly over 51 percent of the 88 respondents to the question indicated that they were employed full-time. It is interesting to note that 20% of the respondents indicated they were either homemakers or not employed by choice, and 14.8 percent were unemployed - a number higher than the official state unemployment rate.

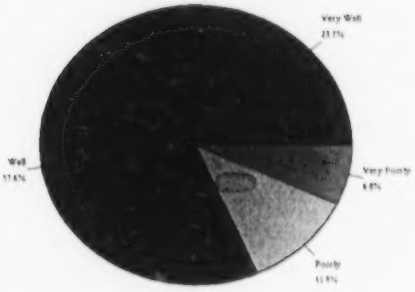


Education Relationship to Job

Former students were asked if their job was related to the education and training they received at Maui Community College. Over 72 percent indicated there was such a relationship. However, only 28 percent indicated that the education and training was closely related. This would suggest the need to examine and possibly

change the nature and scope of our vocational curricula to better meet the requirements of the workplace.

Preparation for Work



Former students were asked to indicate how well the education and training they received prepared them for their current jobs. Over 81 percent of the respondents to the question indicated that they believed they were prepared to meet the requirements of their current job. Over seven percent of the respondents believed they were very poorly prepared.

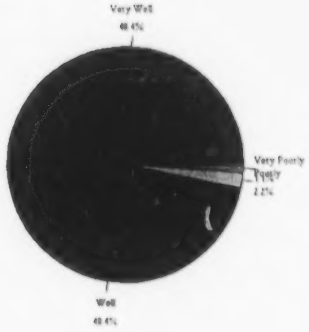
Mission - Personal Enrichment and Occupational Upgrading

To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

Non-Credit Registrations

Non-credit student enrollment has shown spectacular growth over the past decade as greater emphasis has been placed upon job-upgrade related training, particularly related to the use of computers and computer software, and training related to the various aspects of the visitor industry. Non -credit enrollment fluctuated through 1986 to 1992. In the fall of 1993 non-credit student enrollment peaked at 2,415 students then decreasing in 1994. Non-credit enrollment in 1995 increased from the year before to 1,774 students.



Student Satisfaction

Previous students were asked how well the education and training they received satisfied their personal interests. Slightly over 96 percent of the respondents indicated they were satisfied that their personal interests were met. Nearly 48 percent of these respondents indicated that they were very well satisfied.

APPENDIX C

ADP Connections to Maui Community "Core Values"

As the only higher education institution located in Maui County, MCC's goals and priorities must be consistent with the basic values and concerns of Maui County citizens. About six years ago a series of citizen workshops sponsored by the County identified seven "core values" that represented the basic values of all "good" Maui citizens. The results of these citizen workshops, called the *Decisions Maui* project, were meant to provide a guide to planning by government agencies, including MCC.

The Goals and Priorities developed in this Academic Development Plan are related to the

Communities core values as indicated below.

Core Value 1. Preserving, enhancing, and maintaining the physical and natural environment of these islands, as an open place, a place of spirituality, beauty, sustenance and nurturance.

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially those related to natural sciences and the environment); *New Instructional Programs to Meet Community Needs* (especially those related to the protection of the environment, such as the sustainable energy program); *Partnerships with Business, Government, and Community Groups* (especially those dealing with environmental issues, such as recycling).

Core Value 2. Fostering and expressing a common concern for each other and a shared respect for the different cultural values that are present here.

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially liberal arts courses dealing with social behavior, tolerance issues, cultural differences, and Hawaiian culture); *Professional Development for Faculty and Staff* (particularly workshops dealing with cultural differences among students); *Partnerships with Business, Government, Community Groups* (e.g., courses educating employees about Hawaiian culture, Japanese culture, etc.)

Core Value 3. Establishing and maintaining broad and equal opportunities for meaningful political participation, so that Maui citizens can effectively control Maui's future through a trustworthy political process.

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially those social science courses dealing with government, politics, current events, and the importance of community involvement).

Core Value 4. Properly balancing Maui's future development, Maui's population, and Maui's infrastructure (roads, social services, schools, recreational facilities, sewage treatment facilities,

health care facilities, etc.).

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially those liberal arts courses dealing with development issues and local politics); *University Center on Campus* (providing more higher educational services for Maui's growing population); *Educational Center Facilities for Outreach Sites* (improving higher educational infrastructure in out-lying areas); *Partnerships with Business, Government, and Community Groups* (especially partnerships dealing with planning and development issues).

Core Value 5. Promote stable, enduring economic development, providing a diversity of satisfying jobs and a quality standard of living.

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially those related to helping small businesses); *New Instructional Programs to Meet Community Needs* (particularly those designed to meet the training needs of prospective new industries); *Partnerships with Business, Government, and Community Groups* (especially partnerships assisting new business endeavors, and those assisting government and community groups working on development issues).

Core Value 6. Strengthening Maui's families and providing a safe and rich environment for our children.

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially the Human Services and Administration of Justice programs); *Partnerships with Business, Government, and Community Groups* (especially partnerships with social service agencies helping families).

Core Value 7. Maintaining connection to the rest of the world through education, cultural activities, and openness.

Related ADP Priorities: *Quality Curriculum and Instruction in All Programs* (especially liberal arts courses focusing on international information and issues); *Academic Support Services for*

All Instructional Programs (particularly the support services of the Computing Center, the Media Center, and the Library that facilitate access to information throughout the world.

APPENDIX D

Development of the 1996-2002 ADP

In the Fall of 1994 a "College Redesign" committee was formed to begin a process of re-examining the College's organization and procedures and evaluating them in the context of the rapid change and growth MCC was experiencing. The committee's membership represented faculty and staff from all sectors of the campus. In late 1994 and throughout 1995 the Redesign committee met periodically to discuss issues facing the college and plan campus-wide meetings to involve all College employees in finding ways to improve MCC. Under the guidance of the committee, campus wide meetings were held in January and March of 1995 and 1996. These meetings involved wide ranging discussions of trends and issues facing the College and the major values and guiding principles of MCC's faculty and staff. The College's strengths, weaknesses, opportunities, and threats were identified. The discussions in the Redesign committee meetings and the campus wide meetings eventually resulted in a consensus on the new College Mission Statement included in this document. They also provided valuable input from College personnel on potential goals and priorities for this ADP.

Focused development of this Academic Development Plan began in February 1996 when College faculty and staff responded to a campus-wide survey asking them to rate the importance of each item in a list of potential college priorities. This list of possible priorities was compiled from the priorities in the 1990-96 ADP plus a few additions. The priorities that received high ratings (nearly all of them) from over 80 respondents were used as discussion topics for small group sessions during the March 1st all campus conference on MCC's future. Each small group focused on providing ideas for improvements relative to the topics assigned.

The ideas reported out from these group discussions were then listed as "activities" under appropriate priorities in a first draft of the "College Priorities" section of this document. The draft also revised the original list of potential priorities into a more concise, logically consistent list. Copies of this first draft of the "heart" of the ADP were widely distributed throughout the College in late March with everyone invited to provide suggested revisions and additions.

Using the suggestions received plus other ideas and information obtained from documents and conversations with key faculty and staff, several revisions of the draft were developed in April and May

of 1996. In June 1996 other sections of the document were drafted, discussed with the Provost and redrafted. This collaboration resulted in a first draft of the ADP being distributed to faculty and staff during the summer of 1996. This draft was discussed in Executive Committee and Division Chair meetings in August 1996, resulting in further revisions. Additional improvements in the draft were solicited from key faculty and administrators in September 1996, and editing revisions were also made.

Late in September Chapter IV, College Priorities, was distributed to the entire campus community via the Internet for revision suggestions. In October 1996 two meetings were held in which members of the campus community discussed their concerns about certain statements in the College Priorities chapter, and further revisions were made. In January 1997 the Plan was completed and prepared for distribution.

In sum, this ADP is the product of many discussions and consultations conducted over many months involving virtually all of the faculty and staff of MCC, and the guidance provided by University of Hawaii and the UH Community College's Strategic Plans.